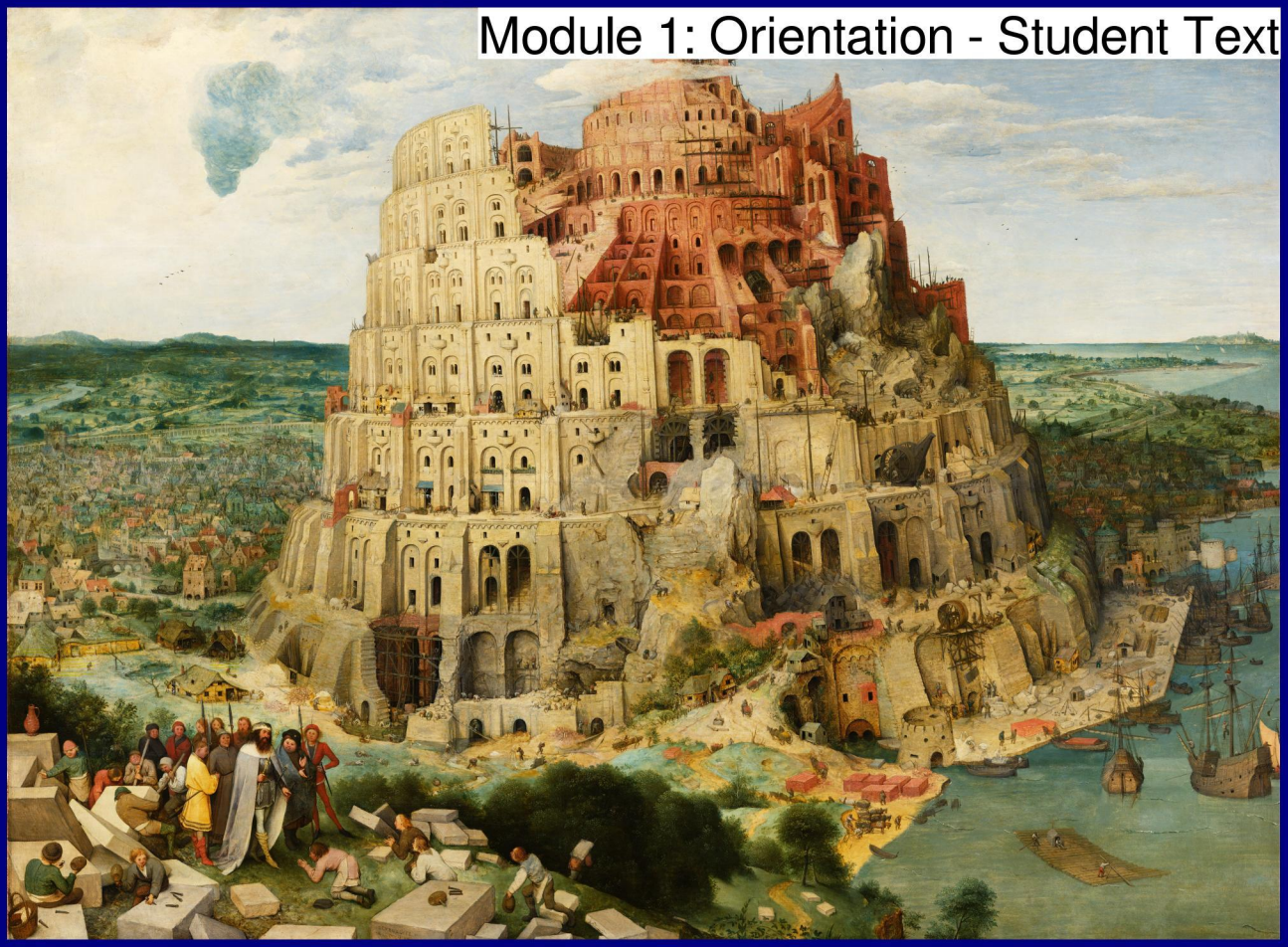
Chinese

Standard Chinese: A modular Approach



A Samurai Media FSI Course

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Standard Chinese: A modular Approach - Module 1: Orientation - Student Text

Published in Hong Kong by Samurai Media Limited.

Email: info@samuraimedia.org

ISBN 978-988-8405-18-3

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1 Introduction - FSI Courses in 2016

The language courses developed by the Foreign Service Institute were mainly intended for employees of the U.S. foreign affairs community, preparing American diplomats as well as other professionals to advance U.S. foreign affairs interests overseas. Most of the courses were developed between 1960 and 1990 when the cold war was going on and US spies and intelligence personnel needed to acquire foreign language proficiency fast. This had a few implications on the courses. They were made for rapid language acquisition but definitely not with modern language learning methods like gamification in mind. You did not have to get the intelligence personnel motivated to learn the language, they were just ordered to do so. This makes these courses not the most entertaining language courses around. But on the other hand the FSI Courses are very well designed, with a big budget poured into them, to make you learn a language as efficient as possible. You will also find FSI courses for languages that you won't find elsewhere because they are too niche. Those languages might have other introductory courses but to go to a more advanced level, FSI courses are often the only option as a commercial course usually did not make sense.

So even today, many years after most of the FSI Courses were originally developed, they are one of the best language courses available on the market. Nowadays with more and more distractions coming into our lives, many learners prefer quick wins through courses that have gamification and other gimmicks built in. But if you are a serious learner committed to learn a language as fast and efficient as possible, FSI Courses are for you. You can always complement them with other material.

2 How to get the most out of this course

2.1 Get physical books

You can download this course including all audio material and PDF books for free from http://www.fsicourses.com. To get most out of the course however, you should consider to get the paper books for the course. This gives you a permanent physical reminder of what goal you are pursuing and motivates you to actually work with the course. If it is just a file somewhere on your computer, it is very likely that you forget about it rather quickly and get carried away by the multitude of distractions available. Furthermore a real book is perfect for note-taking which acts as a physical reminder and improves retention. It will also be a constant motivation for you, as you can literally see your progress.

2.2 Use a Spaced Repetition System

Although FSI Courses incorporate a lot of rote-learning, you should use a Spaced Repetition System (SRS) for long term retention. A SRS is a software in which you put phrases or vocabulary you want to remember in the form of Q&A pairs. The computer will ask you the question and you have to actively recall the answer. After that you will have to self-grade how good you could recall the answer. This grading will influence the scheduling of the next repetition, when the computer will ask you the same question. Those scheduling algorithms are quite sophisticated nowadays, so they won't bore you with asking a question again and again that you already know perfectly but ask it right before you would forget it.

Any SRS software will do, but one of the leading and free systems is Anki SRS. It is available for most platforms ans has a big community of users. Check out http://ankisrs.net/

3 Additional Learning Material

3.1 FSI Courses

Other books belonging to this course are:

- Standard Chinese: A modular Approach - Module 1: Orientation - Student Workbook
- Standard Chinese: A modular Approach - Module 2: Biographic Information - Student Text
- Standard Chinese: A modular Approach - Module 2: Biographic Information - Student Workbook
- Standard Chinese: A modular Approach - Module 5: Transportation - Student Text
- Standard Chinese: A modular Approach - Module 5: Transportation - Student Workbook
- Standard Chinese: A modular Approach - Module 6: Arranging a Meeting - Student Text
- Standard Chinese: A modular Approach - Module 6: Arranging a Meeting - Student Workbook
- Standard Chinese: A modular Approach - Module 7: Society - Student Text and Workbook
- Standard Chinese: A modular Approach - Module 8: Traveling in China - Student Text and Workbook
- Standard Chinese: A modular Approach - Module 'Car' Student Text
- Standard Chinese: A modular Approach - Module 'Hotel' Student Text
- Standard Chinese: A modular Approach - Module 'Marriage, Birth and Death' Student Text
- Standard Chinese: A modular Approach - Module 'Personal Welfare' Student Text
- Standard Chinese: A modular Approach - Module 'Post Office and Telephone' Student Text
- Standard Chinese: A modular Approach - Module 'Restaurant' Student Text

Check out http://www.fsicourses.com to download them and find links to the paper books.

3.2 'Real World' Material

The FSI Courses give you a very good foundation for the language. You should however supplement it with everyday material. Start by doing a web-search on YouTube.com for Chinese and you will find more media than you could possibly consume.

PREFACE

Standard Chinese: A Modular Approach originated in an interagency conference held at the Foreign Service Institute in August 1973 to address the need generally felt in the U.S. Government language training community for improving and updating Chinese materials to reflect current usage in Beijing and Taipei.

The conference resolved to develop materials which were flexible enough in form and content to meet the requirements of a wide range of government agencies and academic institutions.

A Project Board was established consisting of representatives of the Central Intelligence Agency Language Learning Center, the Defense Language Institute, the State Department's Foreign Service Institute, the Cryptologic School of the National Security Agency, and the U.S. Office of Education, later joined by the Canadian Forces Foreign Language School. The representatives have included Arthur T. McNeill, John Hopkins, and John Boag (CIA); Colonel John F. Elder III, Joseph C. Hutchinson, Ivy Gibian, and Major Bernard Muller-Thym (DLI); James R. Frith and John B. Ratliff III (FSI); Kazuo Shitama (NSA); Richard T. Thompson and Julia Petrov (OE); and Lieutenant Colonel George Kozoriz (CFFLS).

The Project Board set up the Chinese Core Curriculum Project in 1974 in space provided at the Foreign Service Institute. Each of the six U.S. and Canadian government agencies provided funds and other assistance.

Gerard P. Kok was appointed project coordinator, and a planning council was formed consisting of Mr. Kok, Frances Li of the Defense Language Institute, Patricia O'Connor of the University of Texas, Earl M. Rickerson of the Language Learning Center, and James Wrenn of Brown University. In the fall of 1977, Lucille A. Barale was appointed deputy project coordinator. David W. Dellinger of the Language Learning Center and Charles R. Sheehan of the Foreign Service Institute also served on the planning council and contributed material to the project. The planning council drew up the original overall design for the materials and met regularly to review their development.

Writers for the first half of the materials were John H. T. Harvey, Lucille A. Barale, and Roberta S. Barry, who worked in close cooperation with the planning council and with the Chinese staff of the Foreign Service Institute. Mr. Harvey developed the instructional formats of the comprehension and production self-study materials, and also designed the communication-based classroom activities and wrote the teacher's guides. Lucille A. Barale and Roberta S. Barry wrote the tape scripts and the student text. By 1978 Thomas E. Madden and Susan C. Pola had joined the staff. Led by Ms. Barale, they have worked as a team to produce the materials subsequent to Module 6.

All Chinese language material was prepared or selected by Chuan O. Chao, Ying-chi Chen, Hsiao-jung Chi, Eva Diao, Jan Hu, Tsung-mi Li, and Yunhui C. Yang, assisted for part of the time by Chieh-fang Ou Lee, Ying-ming Chen, and Joseph Yu Hsu Wang. Anna Affholder, Mei-li Chen, and Henry Khuo helped in the preparation of a preliminary corpus of dialogues.

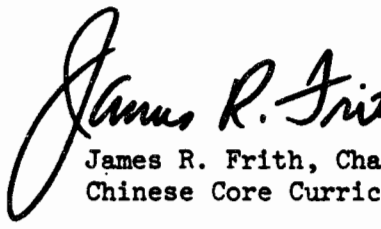
Administrative assistance was provided at various times by Vincent Basciano, Lisa A. Bowden, Jill W. Ellis, Donna Fong, Renee T. C. Liang, Thomas E. Madden, Susan C. Pola, and Kathleen Strype.

The production of tape recordings was directed by Jose M. Ramirez of the Foreign Service Institute Recording Studio. The Chinese script was voiced by Ms. Chao, Ms. Chen, Mr. Chen, Ms. Diao, Ms. Hu, Mr. Khuo, Mr. Li, and Ms. Yang. The English script was read by Ms. Barale, Ms. Barry, Mr. Basciano, Ms. Ellis, Ms. Pola, and Ms. Strype.

The graphics were produced by John McClelland of the Foreign Service Institute Audio-Visual staff, under the general supervision of Joseph A. Sadote, Chief of Audio-Visual.

Standard Chinese: A Modular Approach was field-tested with the cooperation of Brown University; the Defense Language Institute, Foreign Language Center; the Foreign Service Institute; the Language Learning Center; the United States Air Force Academy; the University of Illinois; and the University of Virginia.

Colonel Samuel L. Stapleton and Colonel Thomas G. Foster, Commandants of the Defense Language Institute, Foreign Language Center, authorized the DLIFLC support necessary for preparation of this edition of the course materials. This support included coordination, graphic arts, editing, typing, proofreading, printing, and materials necessary to carry out these tasks.



James R. Frith, Chairman
Chinese Core Curriculum Project Board

CONTENTS

Preface iii

Introduction
Section I: About the Course 1
Section II: Background Notes 8

MODULE 1: ORIENTATION

Objectives 16

List of Tapes 17

Target Lists 18

UNIT 1
Introduction 22
Reference List 26
Vocabulary 27
Reference Notes 28
Full names and surnames
Titles and terms of address
Drills 32

UNIT 2
Introduction 34
Reference List 35
Vocabulary 36
Reference Notes 37
Given names
Yes/no questions
Negative statements
Greetings
Drills 41

UNIT 3
Introduction 48
Reference List 49
Vocabulary 51
Unit Map 52
Reference Notes 53
Nationality
Home state, province, and city
Drills 56

UNIT 4
Introduction 60
Reference List 61
Vocabulary 62
Unit Map 63
Reference Notes 64
Location of people and places
Where people's families are from

Drills 69

Criterion Test Sample 75

Appendices
I. Map of China 80
II. Map of Taiwan 81
III. Countries and Regions 82
IV. American States 84
V. Canadian Provinces 85
VI. Common Chinese Names 86
VII. Chinese Provinces 87
VIII. Chinese Cities 88

MODULE 2: BIOGRAPHIC INFORMATION

Objectives 89

List of Tapes 90

Target Lists 91

UNIT 1
Introduction 99
Reference List 99
Vocabulary 100
Reference Notes 101
Where people are staying (hotels)
Short answers
The question word nǎige "which?"
Drills 105

UNIT 2
Introduction 111
Reference List 112
Vocabulary 114
Reference Notes 115
Where people are staying (houses)
Where people are working
Addresses
The marker de
The marker ba
The prepositional verb zài
Drills 120

UNIT 3
Introduction 127
Reference List 128
Vocabulary 130
Reference Notes 131
Members of a family
The plural ending -men
The question word jǐ- "how many"

The adverb dōu "all"
Several ways to express "and"
Drills 136

UNIT 4
Introduction 144
Reference List 145
Vocabulary 146
Reference Notes 147
Arrival and departure times
The marker le
The shi...de construction
Drills 153

UNIT 5
Introduction 162
Reference List 163
Vocabulary 165
Reference Notes 166
Date and place of birth
Days of the week
Ages
The marker le for new situations
Drills 171

UNIT 6
Introduction 178
Reference List 179
Vocabulary 180
Reference Notes 181
Duration phrases
The marker le for completion
The "double le" construction
The marker guo
Action verbs
State verbs
Drills 188

UNIT 7
Introduction 196
Reference List 197
Vocabulary 199
Reference Notes 200
Where someone works
Where and what someone has studied
What languages someone can speak
Auxiliary verbs
General objects
Drills 204

UNIT 8
Introduction 213
Reference List 214
Vocabulary 215
Reference Notes 216

More on duration phrases
The marker le for new situations in negative sentences
Military titles and branches of service
The marker ne
Process verbs
Drills 223

INTRODUCTION

SECTION I: ABOUT THE COURSE

This course is designed to give you a practical command of spoken Standard Chinese. You will learn both to understand and to speak it. Although Standard Chinese is one language, there are differences between the particular form it takes in Beijing and the form it takes in the rest of the country. There are also, of course, significant nonlinguistic differences between regions of the country. Reflecting these regional differences, the settings for most conversations are Beijing and Taipei.

This course represents a new approach to the teaching of foreign languages. In many ways it redefines the roles of teacher and student, of classwork and homework, and of text and tape. Here is what you should expect:

The focus is on communicating in Chinese in practical situations--the obvious ones you will encounter upon arriving in China. You will be communicating in Chinese most of the time you are in class. You will not always be talking about real situations, but you will almost always be purposefully exchanging information in Chinese.

This focus on communicating means that the teacher is first of all your conversational partner. Anything that forces him* back into the traditional roles of lecturer and drillmaster limits your opportunity to interact with a speaker of the Chinese language and to experience the language in its full spontaneity, flexibility, and responsiveness.

Using class time for communicating, you will complete other course activities out of class whenever possible. This is what the tapes are for. They introduce the new material of each unit and give you as much additional practice as possible without a conversational partner.

The texts summarize and supplement the tapes, which take you through new material step by step and then give you intensive practice on what you have covered. In this course you will spend almost all your time listening to Chinese and saying things in Chinese, either with the tapes or in class.

---

*As used in this course, the words "he," "him," and "his" are intended to include both masculine and feminine genders. (Translations of foreign language material not included.)

How the Course Is Organized

The subtitle of this course, "A Modular Approach," refers to overall organization of the materials into MODULES which focus on particular situations or language topics and which allow a certain amount of choice as to what is taught and in what order. To highlight equally significant features of the course, the subtitle could just as well have been "A Situational Approach," "A Taped-Input Approach," or "A Communicative Approach."

Ten situational modules form the core of the course:

ORIENTATION (ORN)	Talking about who you are and where you are from.
BIOGRAPHIC INFORMATION (BIO)	Talking about your background, family, studies, and occupation and about your visit to China.
MONEY (MON)	Making purchases and changing money.
DIRECTIONS (DIR)	Asking directions in a city or in a building.
TRANSPORTATION (TRN)	Taking buses, taxis, trains, and planes, including finding out schedule information, buying tickets, and making reservations.
ARRANGING A MEETING (MTG)	Arranging a business meeting or a social get-together, changing the time of an appointment, and declining an invitation.
SOCIETY (SOC)	Talking about families, relationships between people, cultural roles in traditional society, and cultural trends in modern society.
TRAVELING IN CHINA (TRL)	Making travel arrangements and visiting a kindergarten, the Great Wall, the Ming Tombs, a commune, and a factory.
LIFE IN CHINA (LIC)	Talking about daily life in Beijing street committees, leisure activities, traffic and transportation, buying and rationing, housing.
TALKING ABOUT THE NEWS (TAN)	Talking about government and party policy changes described in newspapers: the educational system, agricultural policy, international policy, ideological policy, and policy in the arts.

Each core module consists of tapes, a student textbook, and a workbook.

In addition to the ten CORE modules, there are also RESOURCE modules and OPTIONAL modules. Resource modules teach particular systems in the language, such as numbers and dates. As you proceed through a situational core module, you will occasionally take time out to study part of a resource module. (You will begin the first three of these while studying the Orientation Module.)

PRONUNCIATION AND ROMANIZATION (P&R)	The sound system of Chinese and the Pinyin system of romanization.
NUMBERS (NUM)	Numbers up to five digits.
CLASSROOM EXPRESSIONS (CE)	Expressions basic to the classroom learning situation.
TIME AND DATES (T&D)	Dates, days of the week, clock time, parts of the day.
GRAMMAR	Aspect and verb types, word order, multisyllabic verbs and bǎ, auxiliary verbs, complex sentences, adverbial expressions.

Each module consists of tapes and a student textbook.

The eight optional modules focus on particular situations:

RESTAURANT (RST)

HOTEL (HTL)

PERSONAL WELFARE (WLF)

POST OFFICE AND TELEPHONE (PST/TEL)

CAR (CAR)

CUSTOMS SURROUNDING MARRIAGE, BIRTH, AND DEATH (MBD)

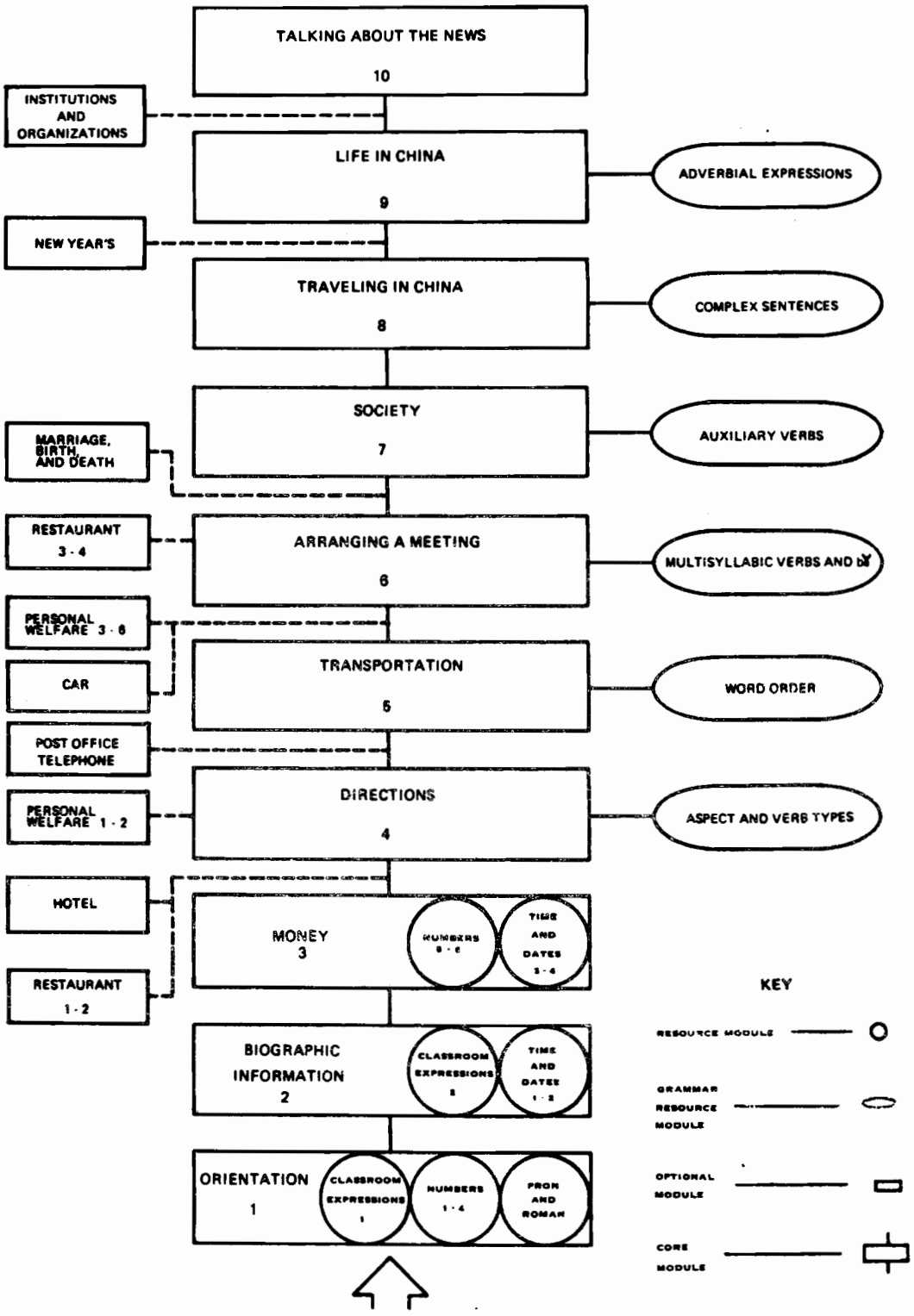
NEW YEAR'S CELEBRATION (NYR)

INSTITUTIONS AND ORGANIZATIONS (I&O)

Each module consists of tapes and a student textbook. These optional modules may be used at any time after certain core modules.

The diagram on page 4 shows how the core modules, optional modules, and resource modules fit together in the course. Resource modules are shown where study should begin. Optional modules are shown where they may be introduced.

STANDARD CHINESE :
A MODULAR APPROACH



Inside a Core Module

Each core module has from four to eight units. A module also includes

Objectives: The module objectives are listed at the beginning of the text for each module. Read these before starting work on the first unit to fix in your mind what you are trying to accomplish and what you will have to do to pass the test at the end of the module.

Target Lists: These follow the objectives in the text. They summarize the language content of each unit in the form of typical questions and answers on the topic of that unit. Each sentence is given both in romanized Chinese and in English. Turn to the appropriate Target List before, during, or after your work on a unit, whenever you need to pull together what is in the unit.

Review Tapes (R-1): The Target List sentences are given on these tapes. Except in the short Orientation Module, there are two R-1 tapes for each module.

Criterion Test: After studying each module, you will take a Criterion Test to find out which module objectives you have met and which you need to work on before beginning to study another module.

Inside a Unit

Here is what you will be doing in each unit. First, you will work through two tapes:

1. Comprehension Tape 1 (C-1): This tape introduces all the new words and structures in the unit and lets you hear them in the context of short conversational exchanges. It then works them into other short conversations and longer passages for listening practice, and finally reviews them in the Target List sentences. Your goal when using the tape is to understand all the Target List sentences for the unit.

2. Production Tape 1 (P-1): This tape gives you practice in pronouncing the new words and in saying the sentences you learned to understand on the C-1 tape. Your goal when using the P-1 tape is to be able to produce any of the Target List sentences in Chinese when given the English equivalent.

The C-1 and P-1 tapes, not accompanied by workbooks, are "portable" in the sense that they do not tie you down to your desk. However, there are some written materials for each unit which you will need to work into your study routine. A text Reference List at the beginning of each unit contains the sentences from the C-1 and P-1 tapes. It includes both the Chinese sentences and their English equivalents. The text Reference Notes restate and expand the comments made on the C-1 and P-1 tapes concerning grammar, vocabulary, pronunciation, and culture.

After you have worked with the C-1 and P-1 tapes, you go on to two class activities:

3. Target List Review: In this first class activity of the unit, you find out how well you learned the C-1 and P-1 sentences. The teacher checks your understanding and production of the Target List sentences. He also presents any additional required vocabulary items, found at the end of the Target List, which were not on the C-1 and P-1 tapes.

4. Structural Buildup: During this class activity, you work on your understanding and control of the new structures in the unit. You respond to questions from your teacher about situations illustrated on a chalkboard or explained in other ways.

After these activities, your teacher may want you to spend some time working on the drills for the unit.

5. Drill Tape: This tape takes you through various types of drills based on the Target List sentences and on the additional required vocabulary.

6. Drills: The teacher may have you go over some or all of the drills in class, either to prepare for work with the tape, to review the tape, or to replace it.

Next, you use two more tapes. These tapes will give you as much additional practice as possible outside of class.

7. Comprehension Tape 2 (C-2): This tape provides advanced listening practice with exercises containing long, varied passages which fully exploit the possibilities of the material covered. In the C-2 Workbook you answer questions about the passages.

8. Production Tape 2 (P-2): This tape resembles the Structural Buildup in that you practice using the new structures of the unit in various situations. The P-2 Workbook provides instructions and displays of information for each exercise.

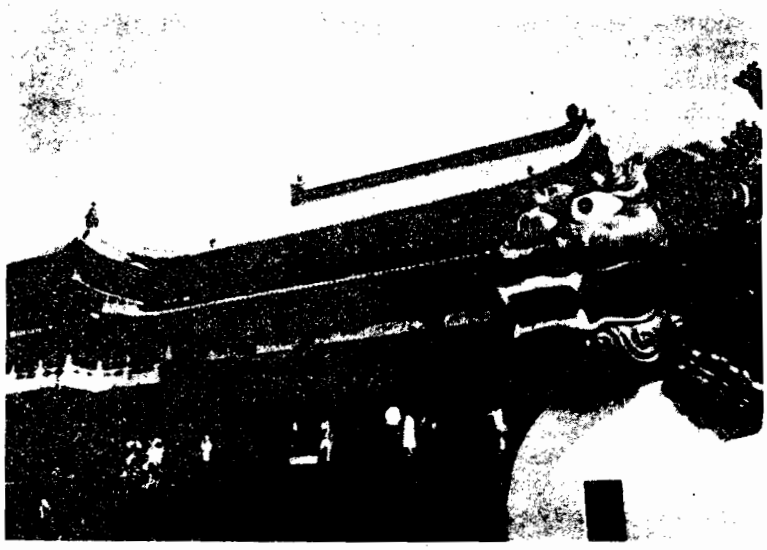
Following work on these two tapes, you take part in two class activities:

9. Exercise Review: The teacher reviews the exercises of the C-2 tape by reading or playing passages from the tape and questioning you on them. He reviews the exercises of the P-2 tape by questioning you on information displays in the P-2 Workbook.

10. Communication Activities: Here you use what you have learned in the unit for the purposeful exchange of information. Both fictitious situations (in Communication Games) and real-world situations involving you and your classmates (in "interviews") are used.

Materials and Activities for a Unit

TAPED MATERIALS	WRITTEN MATERIALS	CLASS ACTIVITIES
C-1, P-1 Tapes	Target List Reference List Reference Notes	Target List Review
----------	----------	Structural Buildup
D-1 Tapes	Drills	Drills
C-2, P-2 Tapes	Reference Notes C-2, P-2 Workbooks	Exercise Review
----------	----------	Communication Activities



Wén wǔ Temple in central Taiwan
(courtesy of Thomas Madden)

SECTION II

BACKGROUND NOTES: ABOUT CHINESE

The Chinese Languages

We find it perfectly natural to talk about a language called "Chinese." We say, for example, that the people of China speak different dialects of Chinese, and that Confucius wrote in an ancient form of Chinese. On the other hand, we would never think of saying that the people of Italy, France, Spain, and Portugal speak dialects of one language, and that Julius Caesar wrote in an ancient form of that language. But the facts are almost exactly parallel.

Therefore, in terms of what we think of as a language when closer to home, "Chinese" is not one language, but a family of languages. The language of Confucius is partway up the trunk of the family tree. Like Latin, it lived on as a literary language long after its death as a spoken language in popular use. The seven modern languages of China, traditionally known as the "dialects," are the branches of the tree. They share as strong a family resemblance as do Italian, French, Spanish, and Portuguese, and are about as different from one another.

The predominant language of China is now known as Pǔtōnghuà, or "Standard Chinese" (literally "the common speech"). The more traditional term, still used in Taiwan, is Guóyǔ, or "Mandarin" (literally "the national language"). Standard Chinese is spoken natively by almost two-thirds of the population of China and throughout the greater part of the country.

The term "Standard Chinese" is often used more narrowly to refer to the true national language which is emerging. This language, which is already the language of all national broadcasting, is based primarily on the Peking dialect, but takes in elements from other dialects of Standard Chinese and even from other Chinese languages. Like many national languages, it is more widely understood than spoken, and is often spoken with some concessions to local speech, particularly in pronunciation.

The Chinese languages and their dialects differ far more in pronunciation than in grammar and vocabulary. What distinguishes Standard Chinese most from the other Chinese languages, for example, is that it has the fewest tones and the fewest final consonants.

The remaining six Chinese languages, spoken by approximately a quarter of the population of China, are tightly grouped in the southeast, below the Yangtze River. The six are: the Wu group (Wú), which includes the "Shanghai dialect"; Hunanese (Xiāng); the "Kiangsi dialect" (Gàn); Cantonese (Yuè), the language of Guǎngdōng, widely spoken in Chinese communities in the United States; Fukienese (Mǐn), a variant of which is spoken by a majority

on Taiwan and hence called Taiwanese; and Hakka (Kèjiā), spoken in a belt above the Cantonese area, as well as by a minority on Taiwan. Cantonese, Fukienese, and Hakka are also widely spoken throughout Southeast Asia.

There are minority ethnic groups in China who speak non-Chinese languages. Some of these, such as Tibetan, are distantly related to the Chinese languages. Others, such as Mongolian, are entirely unrelated.

Some Characteristics of Chinese

To us, perhaps the most striking feature of spoken Chinese is the use of variation in tone ("tones") to distinguish the different meanings of syllables which would otherwise sound alike. All languages, and Chinese is no exception, make use of sentence intonation to indicate how whole sentences are to be understood. In English, for example, the rising pattern in "He's gone?" tells us that the sentence is meant as a question. The Chinese tones, however, are quite a different matter. They belong to individual syllables, not to the sentence as a whole. An inherent part of each Standard Chinese syllable is one of four distinctive tones. The tone does just as much to distinguish the syllable as do the consonants and vowels. For example, the only difference between the verb "to buy," mǎi, and the verb "to sell," mài, is the Low tone (ˇ) and the Falling tone (ˋ). And yet these words are just as distinguishable as our words "buy" and "guy," or "buy" and "boy." Apart from the tones, the sound system of Standard Chinese is no more different from English than French is.

Word formation in Standard Chinese is relatively simple. For one thing, there are no conjugations such as are found in many European languages. Chinese verbs have fewer forms than English verbs, and nowhere near as many irregularities. Chinese grammar relies heavily on word order, and often the word order is the same as in English. For these reasons Chinese is not as difficult for Americans to learn to speak as one might think.

It is often said that Chinese is a monosyllabic language. This notion contains a good deal of truth. It has been found that, on the average, every other word in ordinary conversation is a single-syllable word. Moreover, although most words in the dictionary have two syllables, and some have more, these words can almost always be broken down into single-syllable units of meaning, many of which can stand alone as words.

Written Chinese

Most languages with which we are familiar are written with an alphabet. The letters may be different from ours, as in the Greek alphabet, but the principle is the same: one letter for each consonant or vowel sound, more or less. Chinese, however, is written with "characters" which stand for whole syllables--in fact, for whole syllables with particular meanings. Although there are only about thirteen hundred phonetically distinct syllables in standard Chinese, there are several thousand Chinese characters in everyday use, essentially one for each single-syllable unit of meaning. This means that many words have the same pronunciation but are written with different characters, as tiān, "sky," 天, and tiān, "to add," "to increase," 添. Chinese characters are often referred to as "ideographs," which suggests that they stand directly for ideas. But this is misleading. It is better to think of them as standing for the meaningful syllables of the spoken language.

Minimal literacy in Chinese calls for knowing about a thousand characters. These thousand characters, in combination, give a reading vocabulary of several thousand words. Full literacy calls for knowing some three thousand characters. In order to reduce the amount of time needed to learn characters, there has been a vast extension in the People's Republic of China (PRC) of the principle of character simplification, which has reduced the average number of strokes per character by half.

During the past century, various systems have been proposed for representing the sounds of Chinese with letters of the Roman alphabet. One of these romanizations, Hànyǔ Pīnyīn (literally "Chinese Language Spelling," generally called "Pinyin" in English), has been adopted officially in the PRC, with the short-term goal of teaching all students the Standard Chinese pronunciation of characters. A long-range goal is the use of Pinyin for written communication throughout the country. This is not possible, of course, until speakers across the nation have uniform pronunciations of Standard Chinese. For the time being, characters, which represent meaning, not pronunciation, are still the most widely accepted way of communicating in writing.

Pinyin uses all of the letters in our alphabet except v, and adds the letter ü. The spellings of some of the consonant sounds are rather arbitrary from our point of view, but for every consonant sound there is only one letter or one combination of letters, and vice versa. You will find that each vowel letter can stand for different vowel sounds, depending on what letters precede or follow it in the syllable. The four tones are indicated by accent marks over the vowels, and the Neutral tone by the absence of an accent mark:

High:	mā	Falling:	mà
Rising:	má	Neutral:	ma
Low:	mǎ		

One reason often given for the retention of characters is that they can be read, with the local pronunciation, by speakers of all the Chinese languages. Probably a stronger reason for retaining them is that the characters help keep alive distinctions of meaning between words, and connections of meaning between words, which are fading in the spoken language. On the other hand, a Cantonese could learn to speak Standard Chinese, and read it alphabetically, at least as easily as he can learn several thousand characters.

Pinyin is used throughout this course to provide a simple written representation of pronunciation. The characters, which are chiefly responsible for the reputation of Chinese as a difficult language, are taught separately.

BACKGROUND NOTES: ABOUT CHINESE CHARACTERS

Each Chinese character is written as a fixed sequence of strokes. There are very few basic types of strokes, each with its own prescribed direction, length, and contour. The dynamics of these strokes as written with a brush, the classical writing instrument, show up clearly even in printed characters. You can tell from the varying thickness of the stroke how the brush met the paper, how it swooped, and how it lifted; these effects are largely lost in characters written with a ball-point pen.

The sequence of strokes is of particular importance. Let's take the character for "mouth," pronounced kǒu. Here it is as normally written, with the order and directions of the strokes indicated.

If the character is written rapidly, in "running-style writing," one stroke glides into the next, like this.

If the strokes were written in any but the proper order, quite different distortions would take place as each stroke reflected the last and anticipated the next, and the character would be illegible.

The earliest surviving Chinese characters, inscribed on the Shang Dynasty "oracle bones" of about 1500 B.C., already included characters that went beyond simple pictorial representation. There are some characters in use today which are pictorial, like the character for "mouth." There are also some which are directly symbolic, like our Roman numerals I, II, and III. (The characters for these numbers--the first numbers you learn in this course--are like the Roman numerals turned on their sides.) There are some which are indirectly symbolic, like our Arabic numerals 1, 2, and 3. But the most common type of character is complex, consisting of two parts: a "phonetic," which suggests the pronunciation, and a "radical," which broadly characterizes the meaning. Let's take the following character as an example.

洋

This character means "ocean" and is pronounced yáng. The left side of the character, the three short strokes, is an abbreviation of a character which means "water" and is pronounced shuǐ. This is the "radical." It has been borrowed only for its meaning, "water." The right side of the character above is a character which means "sheep" and is pronounced yáng. This is the "phonetic." It has been borrowed only for its sound value, yáng. A speaker of Chinese encountering the above character for the first time could probably figure out that the only Chinese word that sounds like yáng and means something like "water" is the word yáng meaning "ocean." We, as speakers of English, might not be able to figure it out. Moreover, phonetics and radicals seldom work as neatly as in this example. But we can still learn to make good use of these hints at sound and sense.

Many dictionaries classify characters in terms of the radicals. According to one of the two dictionary systems used, there are 176 radicals; in the other system, there are 214. There are over a thousand phonetics.

Chinese has traditionally been written vertically, from top to bottom of the page, starting on the right-hand side, with the pages bound so that the first page is where we would expect the last page to be. Nowadays, however, many Chinese publications paginate like Western publications, and the characters are written horizontally, from left to right.

BACKGROUND NOTES: ABOUT CHINESE PERSONAL NAMES AND TITLES

A Chinese personal name consists of two parts: a surname and a given name. There is no middle name. The order is the reverse of ours: surname first, given name last.

The most common pattern for Chinese names is a single-syllable surname followed by a two-syllable given name: *

Máo Zédōng (Mao Tse-tung)
Zhōu Ēnlái (Chou En-lai)
Jiǎng Jièshí (Chiang Kai-shek)
Sòng Qìnglíng (Soong Ch'ing-ling--Mme Sun Yat-sen)
Sòng Měilíng (Soong Mei-ling--Mme Chiang Kai-shek)

It is not uncommon, however, for the given name to consist of a single syllable:

Zhū Dé (Chu Teh)
Lín Biāo (Lin Piao)
Hú Shì (Hu Shih)
Jiāng Qīng (Chiang Ch'ing--Mme Mao Tse-tung)

There are a few two-syllable surnames. These are usually followed by single-syllable given names:

Sīmǎ Guāng (Ssu-ma Kuang)
Ōuyáng Xiū (Ou-yang Hsiu)
Zhūgě Liàng (Chu-ke Liang)

But two-syllable surnames may also be followed by two-syllable given names:

Sīmǎ Xiāngrú (Ssu-ma Hsiang-ju)

An exhaustive list of Chinese surnames includes several hundred written with a single character and several dozen written with two characters. Some single-syllable surnames sound exactly alike although written with different characters, and to distinguish them, the Chinese may occasionally have to describe the character or "write" it with a finger on the palm of a hand. But the surnames that you are likely to encounter are fewer than a hundred, and a handful of these are so common that they account for a good majority of China's population.

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*The first version of each example is in the Pinyin system of romanization. The second, parenthesized version is the conventional, or anglicized, spelling.

Given names, as opposed to surnames, are not restricted to a limited list of characters. Men's names are often but not always distinguishable from women's; the difference, however, usually lies in the meaning of the characters and so is not readily apparent to the beginning student with a limited knowledge of characters.

Outside the People's Republic the traditional system of titles is still in use. These titles closely parallel our own "Mr.," "Mrs.," and "Miss." Notice, however, that all Chinese titles follow the name--either the full name or the surname alone--rather than preceding it.

The title "Mr." is Xiānsheng.

Mǎ Xiānsheng
Mǎ Mínglǐ Xiānsheng

The title "Mrs." is Tàitai. It follows the husband's full name or surname alone.

Mǎ Tàitai
Mǎ Mínglǐ Tàitai

The title "Miss" is Xiǎojiě. The Mǎ family's grown daughter, Défēn, would be

Mǎ Xiǎojiě
Mǎ Défēn Xiǎojiě

Even traditionally, outside the People's Republic, a married woman does not take her husband's name in the same sense as in our culture. If Miss Fāng Bǎolán marries Mr. Mǎ Mínglǐ, she becomes Mrs. Mǎ Mínglǐ, but at the same time she remains Fāng Bǎolán. She does not become Mǎ Bǎolán; there is no equivalent of "Mrs. Mary Smith." She may, however, add her husband's surname to her own full name and refer to herself as Mǎ Fāng Bǎolán. At work she is quite likely to continue as Miss Fāng.

These customs regarding names are still observed by many Chinese today in various parts of the world. The titles carry certain connotations, however, when used in the PRC today: Tàitai should not be used because it designates that woman as a member of the leisure class. Xiǎojiě should not be used because it carries the connotation of being from a rich family.

In the People's Republic, the title "Comrade," Tóngzhì, is used in place of the titles Xiānsheng, Tàitai, and Xiǎojiě. Mǎ Mínglǐ would be

Mǎ Tóngzhì
Mǎ Mínglǐ Tóngzhì

The title "Comrade" is applied to all, regardless of sex or marital status. A married woman does not take her husband's name in any sense. Mǎ Mínglǐ's wife would be

Fāng Tóngzhì
Fāng Bǎolán Tóngzhì

Children may be given either the mother's or the father's surname at birth. In some families one child has the father's surname, and another child has the mother's surname. Mǎ Mínglǐ's and Fāng Bǎolán's grown daughter could be

Mǎ Tóngzhì
Mǎ Défēn Tóngzhì

Their grown son could be

Fāng Tóngzhì
Fāng Zìqiáng Tóngzhì

Both in the PRC and elsewhere, of course, there are official titles and titles of respect in addition to the common titles we have discussed here. Several of these will be introduced later in the course.

The question of adapting foreign names to Chinese calls for special consideration. In the People's Republic the policy is to assign Chinese phonetic equivalents to foreign names. These approximations are often not as close phonetically as they might be, since the choice of appropriate written characters may bring in nonphonetic considerations. (An attempt is usually made when transliterating to use characters with attractive meanings.) For the most part, the resulting names do not at all resemble Chinese names. For example, the official version of "David Anderson" is Dàiwéi Āndésēn.

An older approach, still in use outside the PRC, is to construct a valid Chinese name that suggests the foreign name phonetically. For example, "David Anderson" might be Ān Dàwèi.

Sometimes, when a foreign surname has the same meaning as a Chinese surname, semantic suggestiveness is chosen over phonetic suggestiveness. For example, Wáng, a common Chinese surname, means "king," so "Daniel King" might be rendered Wáng Dànián.

Students in this course will be given both the official PRC phonetic equivalents of their names and Chinese-style names.

MODULE 1: ORIENTATION

The Orientation Module and associated resource modules provide the linguistic tools needed to begin the study of Chinese. The materials also introduce the teaching procedures used in this course.

The Orientation Module is not a typical course module in several respects. First, it does not have a situational topic of its own, but rather leads into the situational topic of the following module--Biographic Information. Second, it teaches only a little Chinese grammar and vocabulary. Third, two of the associated resource modules (Pronunciation and Romanization, Numbers) are not optional; together with the Orientation Module, they are prerequisite to the rest of the course.

OBJECTIVES

Upon successful completion of this module and the two associated resource modules, the student should

1. Distinguish the sounds and tones of Chinese well enough to be able to write the Hànyǔ Pīnyīn romanization for a syllable after hearing the syllable.

2. Be able to pronounce any combination of sounds found in the words of the Target Lists when given a romanized syllable to read. (Although the entire sound system of Chinese is introduced in the module, the student is responsible for producing only sounds used in the Target Sentences for ORN. Producing the remaining sounds is included in the Objectives for Biographic Information.)

3. Know the names and locations of five cities and five provinces of China well enough to point out their locations on a map, and pronounce the names well enough to be understood by a Chinese.

4. Comprehend the numbers 1 through 99 well enough to write them down when dictated, and be able to say them in Chinese when given English equivalents.

5. Understand the Chinese system of using personal names, including the use of titles equivalent to "Mr.," "Mrs.," "Miss," and "Comrade."

6. Be able to ask and understand questions about where someone is from.

7. Be able to ask and understand questions about where someone is.

8. Be able to give the English equivalents for all the Chinese expressions in the Target Lists.

9. Be able to say all the Chinese expressions in the Target Lists when cued with English equivalents.

10. Be able to take part in short Chinese conversations, based on the Target Lists, about how he is, who he is, and where he is from.

TAPES FOR ORN AND ASSOCIATED RESOURCE MODULES

Orientation (ORN)

Unit 1:	1 C-1	1 P-1	1&2 D-1		
Unit 2:	2 C-1	2 P-1			
Unit 3:	3 C-1	3 P-1	3 D-1	3 C-2	3 P-2
Unit 4:	4 C-1	4 P-1	4 D-1	4 C-2	4 P-2

Pronunciation and Romanization (P&R)

P&R 1 P&R 2 P&R 3 P&R 4 P&R 5 P&R 6

Numbers (NUM)

NUM 1 NUM 2 NUM 3 NUM 4

Classroom Expressions (CE)

CE 1

UNIT 1 TARGET LIST

1.	A:	Nǐ shi shéi?	Who are you?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián (Daniel King).
	A:	Wǒ shi Hú Měilíng.	I am Hú Měilíng.
2.	A:	Nǐ xìng shénme?	What is your surname?
	B:	Wǒ xìng Wáng.	My surname is Wáng (King).
	A:	Wǒ xìng Hú.	My surname is Hú.
3.	A:	Tā shi shéi?	Who is he/she?
	B:	Tā shi Mǎ Mínglǐ.	He is Mǎ Mínglǐ.
	A:	Tā shi Mǎ Xiānsheng.	He is Mr. Mǎ.
	B:	Tā shi Mǎ Tàitai.	She is Mrs. Mǎ.
	A:	Tā shi Mǎ Xiǎojiě.	She is Miss Mǎ.
	B:	Tā shi Mǎ Tóngzhì.	He/she is Comrade Mǎ.
4.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is he?
	B:	Tā shi Mǎ Mínglǐ Xiānsheng.	He is Mr. Mǎ Mínglǐ.
5.	A:	Xiānsheng, tā shi shéi?	Sir, who is she?
	B:	Tā shi Mǎ Mínglǐ Tàitai.	She is Mrs. Mǎ Mínglǐ.
6.	A:	Tóngzhì, tā shi shéi?	Comrade, who is she?
	B:	Tā shi Fāng Bǎolán Tóngzhì.	She is Comrade Fāng Bǎolán.

UNIT 2 TARGET LIST

1.	A:	Nǐ shi Wáng Xiānsheng ma?	Are you Mr. Wáng?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
	A:	Wǒ bú shi Wáng Xiānsheng.	I'm not Mr. Wáng.
2.	A:	Nǐ xìng Wáng ma?	Is your surname Wáng?
	B:	Wǒ xìng Wáng.	My surname is Wáng.
	A:	Wǒ bú xìng Wáng.	My surname isn't Wáng.

3.	A:	Nín guìxìng?	Your surname? (POLITE)
	B:	Wǒ xìng Wáng.	My surname is Wáng.
4.	A:	Nǐ jiào shénme?	What is your given name?
	B:	Wǒ jiào Dànián.	My given name is Dànián (Daniel).
5.	A:	Nǐ hǎo a?	How are you?
	B:	Wǒ hǎo. Nǐ ne?	I'm fine. And you?
	A:	Hǎo. Xièxie.	Fine, thank you.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

6.	míngzi	given name

UNIT 3 TARGET LIST

1.	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	B:	Shì.	Yes (I am).
	B:	Bú shi.	No (I'm not).
2.	A:	Nǐ shi Zhōngguo rén ma?	Are you Chinese?
	B:	Shì, wǒ shi Zhōngguo rén.	Yes, I'm Chinese.
	B:	Bú shi, wǒ bú shi Zhōngguo rén.	No, I'm not Chinese.
3.	A:	Nǐ shi něiguo rén?	What's your nationality?
	B:	Wǒ shi Měiguo rén.	I'm an American.
	B:	Wǒ shi Zhōngguo rén.	I'm Chinese.
	B:	Wǒ shi Yīngguo rén.	I'm English.
4.	A:	Nǐ shi nǎrde rén?	Where are you from?
	B:	Wǒ shi Jiāzhōu rén.	I'm a Californian.
	B:	Wǒ shi Shànghǎi rén.	I'm from Shànghǎi.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

5.	Déguó	Germany
6.	Èguó (Éguó)	Russia
7.	Fàguó (Fǎguó)	France
8.	Rìběn	Japan

UNIT 4 TARGET LIST

1.	A:	Āndésēn Xiānsheng, nǐ shi nǎrde rén?	Where are you from, Mr. Anderson?
	B:	Wǒ shi Dézhōu rén.	I'm from Texas.
	A:	Āndésēn Fūren ne?	And Mrs. Anderson?
	B:	Tā yě shi Dézhōu rén.	She is from Texas too.
2.	A:	Tā shi Yīngguo rén ma?	Is he English?
	B:	Bú shi, tā bú shi Yīngguo rén.	No, he is not English.
	A:	Tā àiren ne?	And his wife?
	B:	Tā yě bú shi Yīngguo rén.	She isn't English either.
3.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	May I ask, where is your family from?
	B:	Wǒ lǎojiā zài Shāndōng.	My family is from Shāndōng.
4.	A:	Qīngdǎo zài zhèr ma?	Is Qīngdǎo here? (pointing to a map)
	B:	Qīngdǎo bú zài nàr, zài zhèr.	Qīngdǎo isn't there; it's here. (pointing to a map)
5.	A:	Nǐ àiren xiànzài zài nǎr?	Where is your spouse now?
	B:	Tā xiànzài zài Jiānádà.	He/she is in Canada now.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

6. Learn the pronunciation and location of any five cities and five provinces of China found on the maps on pages 80-81.

On a Běijīng street
(courtesy of Pat Fox)

UNIT 1

INTRODUCTION

Topics Covered in This Unit

1. Questions and answers about full names and surnames.
2. Titles and terms of address ("Mr.," "Mrs.," etc.).

Prerequisites to the Unit

(Be sure to complete these before starting the unit.)

1. Background Notes.
2. P&R 1 (Tape 1 of the resource module on Pronunciation and Romanization), the tones.
3. P&R 2 (Tape 2 of the resource module on Pronunciation and Romanization), the tones.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The drill tape (1D-1).

About the C-1 and P-1 Tapes

The C-1 and P-1 tapes are your introduction to the Chinese words and structures presented in each unit. The tapes give you explanations and practice on the new material. By the time you have worked through these two tapes, you will be competent in understanding and producing the expressions introduced in the unit.

With the C-1 tape, you learn to understand the new words and structures. The material is presented in short conversational exchanges, first with English translations and later with pauses which allow you to translate. Try to give a complete English translation for each Chinese expression. Your goal when using the C-1 tape is to learn the meanings of all the words and structures as they are used in the sentences.

With the P-1 tape, you learn to put together these sentences. You learn to pronounce each new word and use each new structure. When the recorded instructions direct you to pronounce a word or say a sentence, do so out loud. It is important for you to hear yourself speaking Chinese, so that you will know whether you are pronouncing the words correctly. Making the effort to say the expression is a big part of learning it. It is one thing to think about how a sentence should be put together or how it should sound. It is another thing to put it together that way or make it sound that way. Your goal when using the P-1 tape is to produce the Target List expressions in Chinese when given English equivalents. At the end of each P-1 tape is a review of the Target List which you can go over until you have mastered the expressions.

At times, you may feel that the material on a tape is being presented too fast. You may find that there is not enough time allowed for working out the meaning of a sentence or saying a sentence the way you want to. When this happens, stop the tape. If you want to, rewind. Use the control buttons on your machine to make the tape manageable for you and to get the most out of it.

About the Reference List and the Reference Notes

The Reference List and the Reference Notes are designed to be used before, during, or directly after work with the C-1 and P-1 tapes.

The Reference List is a summary of the C-1 and P-1 tapes. It contains all sentences which introduce new material, showing you both the Chinese sentences written in romanization and their English equivalents. You will find that the list is printed so that either the Chinese or the English can be covered to allow you to test yourself on comprehension, production, or romanization of the sentences.

The Reference Notes give you information about grammar, pronunciation, and cultural usage. Some of these explanations duplicate what you hear on the C-1 and P-1 tapes. Other explanations contain new information.

You may use the Reference List and Reference Notes in various ways. For example, you may follow the Reference Notes as you listen to a tape, glancing at an exchange or stopping to read a comment whenever you want to. Or you may look through the Reference Notes before listening to a tape, and then use the Reference List while you listen, to help you keep track of where you are. Whichever way you decide to use these parts of a unit, remember that they are reference materials. Don't rely on the translations and romanizations as subtitles for the C-1 tape or as cue cards for the P-1 tape, for this would rob you of your chance to develop listening and responding skills.

About the Drills

The drills help you develop fluency, ease of response, and confidence. You can go through the drills on your own, with the drill tapes, and the teacher may take you through them in class as well.

Allow more than half an hour for a half-hour drill tape, since you will usually need to go over all or parts of the tape more than once to get full benefit from it.

The drills include many personal names, providing you with valuable pronunciation practice. However, if you find the names more than you can handle the first time through the tape, replace them with the pronoun tā whenever possible. Similar substitutions are often possible with place names.

Some of the drills involve sentences which you may find too long to understand or produce on your first try, and you will need to rewind for another try. Often, particularly the first time through a tape, you will find the pauses too short, and you will need to stop the tape to give yourself more time. The performance you should aim for with these tapes, however, is full comprehension and full, fluent, and accurate production while the tape rolls.

The five basic types of drills are described below.

Substitution Drills: The teacher (T) gives a pattern sentence which the student (S) repeats. Then the teacher gives a word or phrase (a cue) which the student substitutes appropriately in the original sentence. The teacher follows immediately with a new cue.

Here is an English example of a substitution drill:

T: Are you an American?
S: Are you an American?
T: (cue) English
S: Are you English?
T: (cue) French
S: Are you French?

Transformation Drills: On the basis of a model provided at the beginning of the drill, the student makes a certain change in each sentence the teacher says.

Here is an English example of a transformation drill, in which the student is changing affirmative sentences into negative ones:

T: I'm going to the bank.
S: I'm not going to the bank.
T: I'm going to the store.
S: I'm not going to the store.

Response Drills: On the basis of a model given at the beginning of the drill, the student responds to questions or remarks by the teacher as cued by the teacher.

Here is an English example of a response drill:

T: What is his name? (cue) Harris
S: His name is Harris.
T: What is her name? (cue) Noss
S: Her name is Noss.

Expansion Drills: The student adds something to a pattern sentence as cued by the teacher.

Here is an English example of an expansion drill:

T: He isn't Chinese. (cue) Japanese
S: He isn't Chinese. He's Japanese.
T: She isn't German. (cue) French
S: She isn't German. She's French.

Combination Drills: On the basis of a model given at the beginning of the drill, the student combines two phrases or sentences given by the teacher into a single utterance.

Here is an English example of a combination drill:

T: I am reading a book. John gave me the book.
S: I am reading a book which John gave me.
T: Mary bought a picture. I like the picture.
S: Mary bought a picture which I like.

REFERENCE LIST

1.	A:	Nǐ shi shéi?	Who are you?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
2.	A:	Nǐ shi shéi?	Who are you?
	B:	Wǒ shi Hú Měilíng.	I am Hú Měilíng.
3.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mǎ Mínglǐ.	He is Mǎ Mínglǐ.
4.	A:	Tā shi Mǎ Mínglǐ.	He is Mǎ Mínglǐ.
	B:	Tā shi Hú Měilíng.	She is Hú Měilíng.
5.	A:	Nǐ xìng shénme?	What is your surname?
	B:	Wǒ xìng Wáng.	My surname is Wáng.
6.	A:	Tā xìng shénme?	What is his surname?
	B:	Tā xìng Mǎ.	His surname is Mǎ.
7.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mǎ Xiānsheng.	He is Mr. Mǎ.
8.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mǎ Mínglǐ Xiānsheng.	He is Mr. Mǎ Mínglǐ.
9.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is he?
	B:	Tā shi Mǎ Mínglǐ Xiānsheng.	He is Mr. Mǎ Mínglǐ.
10.	A:	Xiānsheng, tā shi shéi?	Sir, who is he?
	B:	Tā shi Mǎ Xiānsheng.	He is Mr. Mǎ.
11.	A:	Xiānsheng, tā shi shéi?	Sir, who is she?
	B:	Tā shi Mǎ Tàitai.	She is Mrs. Mǎ.
12.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is she?
	B:	Tā shi Mǎ Mínglǐ Tàitai.	She is Mrs. Mǎ Mínglǐ.
13.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is she?
	B:	Tā shi Mǎ Xiǎojiě.	She is Miss Mǎ.
14.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mǎ Mínglǐ Tóngzhì.	He is Comrade Mǎ Mínglǐ.

15.	A:	Tóngzhì, tā shi shéi?	Comrade, who is she?
	B:	Tā shi Fāng Bǎolán.	She is Fāng Bǎolán.
16.	A:	Tóngzhì, tā shi shéi?	Comrade, who is she?
	B:	Tā shi Fāng Bǎolán Tóngzhì.	She is Comrade Fāng Bǎolán.

VOCABULARY

nǐ	you
shéi	who
shénme	what
shì	to be
tā	he, she
tàitai	Mrs.
tóngzhì	Comrade
wǒ	I
xiānsheng	Mr.; sir
xiǎojiě (xiáojie)	Miss
xìng	to be surnamed

REFERENCE NOTES

1.	A:	Nǐ shi shéi?	Who are you?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
2.	A:	Nǐ shi shéi?	Who are you?
	B:	Wǒ shi Hú Měilíng.	I am Hú Měilíng.
3.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mǎ Mínglǐ.	He is Mǎ Mínglǐ.
4.	A:	Tā shi Mǎ Mínglǐ.	He is Mǎ Mínglǐ.
	B:	Tā shi Hú Měilíng.	She is Hú Měilíng.

Notes on Nos. 1-4

The verb shì means "to be" in the sense of "to be someone or something," as in "I am Daniel King." It expresses identity. (In Unit 4 you will learn a verb which means "to be" in another sense, "to be somewhere," as in "I am in Běijīng." That verb expresses location.) The verb shì is in the Neutral tone (with no accent mark) except when emphasized.

Unlike verbs in European languages, Chinese verbs do not distinguish first, second, and third persons. A single form serves for all three persons.

Wǒ	shi	Wáng Dànián.	(I am Wáng Dànián.)
Nǐ	shi	Hú Měilíng.	(You are Hú Měilíng.)
Tā	shi	Mǎ Mínglǐ.	(He is Mǎ Mínglǐ.)

Later you will find that Chinese verbs do not distinguish singular and plural, either, and that they do not distinguish past, present, and future as such. You need to learn only one form for each verb.

The pronoun tā is equivalent to both "he" and "she."

The question Nǐ shi shéi? is actually too direct for most situations, although it is all right from teacher to student or from student to student. (A more polite question is introduced in Unit 2.)

Unlike English, Chinese uses the same word order in questions as in statements.

Tā	shi	shéi?	(Who is he?)
Tā	shi	Mǎ Mínglǐ?	(He is Mǎ Mínglǐ.)

When you answer a question containing a question word like shéi, "who," simply replace the question word with the information it asks for.

5. A: Nǐ xìng shénme? — What is your surname?
   B: Wǒ xìng Wáng. — My surname is Wáng.

6. A: Tā xìng shénme? — What is his surname?
   B: Tā xìng Mǎ. — His surname is Mǎ.

Notes on Nos. 5-6

Xìng is a verb, "to be surnamed." It is in the same position in the sentence as shì, "to be."

Wǒ	shì	Wáng Dànián.
(I	am	Wáng Dànián.)

Wǒ	xìng	Wáng.
(I	am surnamed	Wáng.)

Notice that the question word shénme, "what," takes the same position as the question word shéi, "who."

Nǐ	shi	shéi?
(You	are	who?)

Nǐ	xìng	shénme?
(You	are surnamed	what?)

Shénme is the official spelling. However, the word is pronounced as if it were spelled shémma, or even shéma (often with a single rise in pitch extending over both syllables). Before another word which begins with a consonant sound, it is usually pronounced as if it were spelled shém.

7.	A: Tā shi shéi?	Who is he?
	B: Tā shi Mǎ Xiānsheng.	He is Mr. Mǎ.
8.	A: Tā shi shéi?	Who is he?
	B: Tā shi Mǎ Mínglǐ Xiānsheng.	He is Mr. Mǎ Mínglǐ.

Notes on Nos. 7-8

After the verb shì you may have the full name alone, the surname plus title, or the full name plus title.

Tā	shi	Mǎ	Mínglǐ.	
Tā	shi	Mǎ		Xiānsheng.
Tā	shi	Mǎ	Mínglǐ	Xiānsheng.

Xiānsheng, literally "first-born," has more of a connotation of respectfulness than "Mr." Xiānsheng is usually applied only to people other than oneself. Do not use the title Xiānsheng (or any other respectful title, such as Jiàoshòu, "Professor") when giving your own name. If you want to say "I am Mr. Jones," you may say Wǒ xìng Jones.

When a name and title are said together, logically enough it is the name which gets the heavy stress: WÁNG Xiānsheng. You will often hear the title pronounced with no full tones: WÁNG Xiansheng.

9.	A: Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is he?
	B: Tā shi Mǎ Mínglǐ Xiānsheng.	He is Mr. Mǎ Mínglǐ.
10.	A: Xiānsheng, tā shi shéi?	Sir, who is he?
	B: Tā shi Mǎ Xiānsheng.	He is Mr. Mǎ.

11.	A:	Xiānsheng, tā shi shéi?	Sir, who is she?
	B:	Tā shi Mǎ Tàitai.	She is Mrs. Mǎ.
12.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is she?
	B:	Tā shi Mǎ Mínglǐ Tàitai.	She is Mrs. Mǎ Mínglǐ.

Note on Nos. 9-12

When you address someone directly, use either the name plus the title or the title alone. Xiānsheng must be translated as "sir" when it is used alone, since "Mr." would not capture its respectful tone. (Tàitai, however, is less respectful when used alone. You should address Mrs. Mǎ as Mǎ Tàitai.)

13.	A:	Wáng Xiānsheng, tā shi shéi?	Mr. Wáng, who is she?
	B:	Tā shi Mǎ Xiǎojiě.	She is Miss Mǎ.
14.	A:	Tā shi shéi?	Who is he?
	B:	Tā shi Mǎ Mínglǐ Tóngzhì.	He is Comrade Mǎ Mínglǐ.
15.	A:	Tóngzhì, tā shi shéi?	Comrade, who is she?
	B:	Tā shi Fāng Bǎolán.	She is Fāng Bǎolán.
16.	A:	Tóngzhì, tā shi shéi?	Comrade, who is she?
	B:	Tā shi Fāng Bǎolán Tóngzhì.	She is Comrade Fāng Bǎolán.

Note on Nos. 13-16

See the Background Notes on Chinese Personal Names and Titles for Tóngzhì, "Comrade," and the use of maiden names.

DRILLS

A. Substitution Drill

1.	Speaker: Mǎ Mínglǐ	You: Tā shi Mǎ Mínglǐ. (He is Mǎ Mínglǐ.)
2.	Hú Měilíng	Tā shi Hú Měilíng. (She is Hú Měilíng.)
3.	Wáng Dànián	Tā shi Wáng Dànián. (He is Wáng Dànián.)
4.	Lǐ Shìmín	Tā shi Lǐ Shìmín. (He is Lǐ Shìmín.)
5.	Liú Lìróng	Tā shi Liú Lìróng. (She is Liú Lìróng.)
6.	Zhāng Bǎolán.	Tā shi Zhāng Bǎolán. (She is Zhāng Bǎolán.)

B. Response Drill

When the cue is given by a male speaker, male students should respond. When the cue is given by a female speaker, female students should respond.

1.	Speaker: Nǐ shi shéi? (cue) Wáng Dànián (Who are you?)	You: Wǒ shi Wáng Dànián. (I am Wáng Dànián.)
	OR Nǐ shi shéi? (cue) Hú Měilíng (Who are you?)	Wǒ shi Hú Měilíng. (I am Hú Měilíng.)
2.	Nǐ shi shéi? Liú Shìmín (Who are you?)	Wǒ shi Liú Shìmín. (I am Liú Shìmín.)
3.	Nǐ shi shéi? Chén Huìrán (Who are you?)	Wǒ shi Chén Huìrán. (I am Chén Huìrán.)
4.	Nǐ shi shéi? Huáng Déxián (Who are you?)	Wǒ shi Huáng Déxián. (I am Huáng Déxián.)
5.	Nǐ shi shéi? Zhào Wǎnrú (Who are you?)	Wǒ shi Zhào Wǎnrú. (I am Zhào Wǎnrú.)

6.	Nǐ shi shéi? (Who are you?)	Jiǎng Bīngyíng	Wǒ shi Jiǎng Bīngyíng. (I am Jiǎng Bīngyíng.)
7.	Nǐ shi shéi? (Who are you?)	Gāo Yǒngpíng	Wǒ shi Gāo Yǒngpíng. (I am Gāo Yǒngpíng.)

C. Response Drill

1.	Speaker: Tā shi shéi? (cue) Mǎ Xiānsheng (Who is he?)		You: Tā shi Mǎ Xiānsheng. (He is Mr. Mǎ.)
2.	Tā shi shéi? (Who is she?)	Hú Tàitai	Tā shi Hú Tàitai. (She is Mrs. Hú.)
3.	Tā shi shéi? (Who is he?)	Máo Xiānsheng	Tā shi Máo Xiānsheng. (He is Mr. Máo.)
4.	Tā shi shéi? (Who is he?)	Zhāng Tóngzhì	Tā shi Zhāng Tóngzhì. (He is Comrade Zhāng.)
5.	Tā shi shéi? (Who is she?)	Liú Xiǎojiě	Tā shi Liú Xiǎojiě. (She is Miss Liú.)
6.	Tā shi shéi? (Who is he?)	Mǎ Xiānsheng	Tā shi Mǎ Xiānsheng. (He is Mr. Mǎ.)
7.	Tā shi shéi? (Who is she?)	Zhào Tàitai	Tā shi Zhào Tàitai. (She is Mrs. Zhào.)

UNIT 2

INTRODUCTION

Topics Covered in This Unit

1. Questions and answers about given names.
2. Yes/no questions.
3. Negative statements.
4. Greetings.

Prerequisites to the Unit

1. P&R 3 and P&R 4 (Tapes 3 and 4 of the resource module on Pronunciation and Romanization).

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The 2D-1 tape.

REFERENCE LIST

1.	A:	Tā shi Wáng Tàitai ma?	Is she Mrs. Wáng?
	B:	Tā shi Wáng Tàitai.	She is Mrs. Wáng.
2.	A:	Nǐ shi Wáng Xiānsheng ma?	Are you Mr. Wáng?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
3.	A:	Nǐ shi Mǎ Xiānsheng ma?	Are you Mr. Mǎ?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
4.	A:	Nǐ shi Mǎ Xiānsheng ma?	Are you Mr. Mǎ?
	B:	Wǒ bú shi Mǎ Xiānsheng.	I'm not Mr. Mǎ.
5.	A:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
	B:	Wǒ bú shi Wáng Dànián.	I'm not Wáng Dànián.
6.	A:	Nǐ xìng Fāng ma?	Is your surname Fāng?
	B:	Wǒ bú xìng Fāng.	My surname isn't Fāng.
7.	A:	Wǒ xìng Wáng.	My surname is Wáng.
	B:	Wǒ bú xìng Wáng.	My surname isn't Wáng.
8.	A:	Nǐ xìng Mǎ ma?	Is your surname Mǎ?
	B:	Bú xìng Mǎ. Xìng Wáng.	My surname isn't Mǎ. It's Wáng.
9.	A:	Nín guìxìng?	Your surname? (POLITE)
	B:	Wǒ xìng Wáng.	My surname is Wáng.
10.	A:	Nǐ jiào shénme?	What is your given name?
	B:	Wǒ jiào Dànián.	My given name is Dànián.
11.	A:	Nǐ hǎo a?	How are you?
	B:	Wǒ hǎo.	I'm fine.
12.	A:	Nǐ hǎo a?	How are you?
	B:	Wǒ hǎo. Nǐ ne?	I'm fine. And you?
	A:	Hǎo, xièxie.	Fine, thanks.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

13.	míngzi	given name

VOCABULARY

a	(question marker)
bù/bú	not
bú shi	not to be
guìxìng	(honorable) surname
hǎo	to be fine, to be well
jiào	to be called
ma	(question marker)
míngzi	given name
ne	(question marker)
xièxie	thank you

REFERENCE NOTES

1.	A:	Tā shi Wáng Tàitai ma?	Is she Mrs. Wáng?
	B:	Tā shi Wáng Tàitai.	She is Mrs. Wáng.
2.	A:	Nǐ shi Wáng Xiānsheng ma?	Are you Mr. Wáng?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
3.	A:	Nǐ shi Mǎ Xiānsheng ma?	Are you Mr. Mǎ?
	B:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.

Notes on Nos. 1-3

The marker ma may be added to any statement to turn it into a question which may be answered "yes" or "no."

Tā	shi	Wáng Tàitai.		(She is Mrs. Wáng.)
Tā	shi	Wáng Tàitai	ma?	(Is she Mrs. Wáng?)

The reply to a yes/no question is commonly a complete affirmative or negative statement, although, as you will see later, the statement may be stripped down considerably.

4.	A:	Nǐ shi Mǎ Xiānsheng ma?	Are you Mr. Mǎ?
	B:	Wǒ bú shi Mǎ Xiānsheng.	I'm not Mr. Mǎ.
5.	A:	Wǒ shi Wáng Dànián.	I am Wáng Dànián.
	B:	Wǒ bú shi Wáng Dànián.	I'm not Wáng Dànián.

Notes on Nos. 4-5

The negative of the verb shì, "to be," is bú shi, "not to be." The equivalent of "not" is the syllable bù. The tone for the syllable bù depends on the tone of the following syllable. When followed by a syllable with a High, Rising, or Low tone, a Falling tone is used (bù). When followed by a syllable with a Falling or Neutral tone, a Rising tone is used (bú).

bù fēi (not to fly)

bù féi (not to be fat)

bù fěi (not to slander)

bú fèi (not to waste)

Almost all of the first few verbs you learn happen to be in the Falling tone, and so take bú. But remember that bù is the basic form. That is the form the syllable takes when it stands alone as a short "no" answer--Bù--and when it is discussed, as in "Bù means 'not'."

Notice that even though shì, "to be," is usually pronounced in the Neutral tone in the phrase bú shi, the original Falling tone of shì still causes bù to be pronounced with a Rising tone: bú.

Wǒ		shi		Wáng Dànián.
(I		am		Wáng Dànián.)

Wǒ	bú	shi		Mǎ Xiānsheng.
(I		am	not	Mr. Mǎ.)

6. A: Nǐ xìng Fāng ma? — Is your surname Fāng?
   B: Wǒ bú xìng Fāng. — My surname isn't Fāng.

7. A: Wǒ xìng Wáng. — My surname is Wáng.
   B: Wǒ bú xìng Wáng. — My surname isn't Wáng.

8. A: Nǐ xìng Mǎ ma? — Is your surname Mǎ?
   B: Bú xìng Mǎ. Xìng Wáng. — My surname isn't Mǎ. It's Wáng.

Note on No. 8

It is quite common in Chinese--much commoner than in English--to omit the subject of a sentence when it is clear from the context.

9. A: Nín guìxìng? — Your surname? (POLITE)
   B: Wǒ xìng Wáng. — My surname is Wáng.

Notes on No. 9

Nín is the polite equivalent of nǐ, "you."

Guìxìng is a polite noun, "surname." Guì means "honorable." Xìng, which you have learned as the verb "to be surnamed," is in this case a noun, "surname."

Literally, Nín guìxìng? is "Your surname?" The implied question is understood, and the "sentence" consists of the subject alone.

10.	A:	Nǐ jiào shénme?	What is your given name?
	B:	Wǒ jiào Dànián.	My given name is Dànián.

Note on No. 10

Jiào is a verb meaning "to be called." In a discussion of personal names, we can say that it means "to be given-named."

11.	A:	Nǐ hǎo a?	How are you?
	B:	Wǒ hǎo.	I'm fine.

Notes on No. 11

Notice that the Low tones of wǒ and nǐ change to Rising tones before the Low tone of hǎo: Ní hǎo a? Wǒ hǎo.

Hǎo is a verb--"to be good," "to be well," "to be fine." Since it functions like the verb "to be" plus an adjective in English, we will call it an adjectival verb.

Wǒ	hǎo.
(I	am fine.)

Nǐ	hǎo	a?
(You	are fine	?)

12.	A: Nǐ hǎo a?	How are you?
	B: Wǒ hǎo. Nǐ ne?	I'm fine. And you?
	A: Hǎo, xièxie.	Fine, thanks.

Notes on No. 12

The marker ne makes a question out of the single word nǐ, "you": "And you?" or "How about you?"

Xiè is the verb "to thank." "I thank you" would be Wǒ xièxie nǐ. Xièxie is often repeated: Xièxie, xièxie.

13. míngzi — given name

Note on No. 13

One way to ask what someone's given name is: Nǐ jiào shénme míngzi?

DRILLS

A. Transformation Drill

1.	Speaker: Tā shi Wáng Xiānsheng. (He is Mr. Wáng.)	You: Tā shi Wáng Xiānsheng ma? (Is he Mr. Wáng?)
2.	Tā shi Hú Tàitai. (She is Mrs. Hú.)	Tā shi Hú Tàitai ma? (Is she Mrs. Hú?)
3.	Tā shi Liú Tóngzhì. (He is Comrade Liú.)	Tā shi Liú Tóngzhì ma? (Is he Comrade Liú?)
4.	Tā shi Zhāng Xiǎojiě. (She is Miss Zhāng.)	Tā shi Zhāng Xiǎojiě ma? (Is she Miss Zhāng?)
5.	Tā shi Mǎ Xiānsheng. (He is Mr. Mǎ.)	Tā shi Mǎ Xiānsheng ma? (Is he Mr. Mǎ?)
6.	Tā shi Fāng Xiǎojiě. (She is Miss Fāng.)	Tā shi Fāng Xiǎojiě ma? (Is she Miss Fāng?)
7.	Tā shi Lín Tóngzhì. (He is Comrade Lín.)	Tā shi Lín Tóngzhì ma? (Is he Comrade Lín?)

B. Response Drill

1.	Speaker: Tā shi Wáng Xiānsheng ma? (Is he Mr. Wáng?)	You: Shì. Tā shi Wáng Xiānsheng. (Yes. He is Mr. Wáng.)
2.	Tā shi Zhào Tàitai ma? (Is she Mrs. Zhào?)	Shì. Tā shi Zhào Tàitai. (Yes. She is Mrs. Zhào.)
3.	Tā shi Chén Tóngzhì ma? (Is she Comrade Chén?)	Shì. Tā shi Chén Tóngzhì. (Yes. She is Comrade Chén.)
4.	Tā shi Liú Xiǎojiě ma? (Is she Miss Liú?)	Shì. Tā shi Liú Xiǎojiě. (Yes. She is Miss Liú.)
5.	Tā shi Sòng Xiānsheng ma? (Is he Mr. Sòng?)	Shì. Tā shi Sòng Xiānsheng. (Yes. He is Mr. Sòng.)
6.	Tā shi Sūn Tàitai ma? (Is she Mrs. Sūn?)	Shì. Tā shi Sūn Tàitai. (Yes. She is Mrs. Sūn.)
7.	Tā shi Zhāng Xiānsheng ma? (Is he Mr. Zhāng?)	Shì. Tā shi Zhāng Xiānsheng. (Yes. He is Mr. Zhāng.)

C. Response Drill

All of your answers will be negative. Give the correct name according to the cue.

1. Speaker: Tā shi Wáng Xiānsheng ma? You: Bú shi. Tā shi Liú Xiānsheng.
(cue) Liú (No. He is Mr. Liú,)
(Is he Mr. Wáng?)

2. Tā shi Gāo Xiǎojiě ma? Zhào Bú shi. Tā shi Zhào Xiǎojiě.
(Is she Miss Gāo?) (No. She is Miss Zhào.)

3. Tā shi Huáng Tóngzhì ma? Wáng Bú shi. Tā shi Wáng Tóngzhì.
(Is she Comrade Huáng?) (No. She is Comrade Wáng.)

4. Tā shi Yáng Tàitai ma? Jiǎng Bú shi. Tā shi Jiǎng Tàitai.
(Is she Mrs. Yáng?) (No. She is Mrs. Jiǎng.)

5. Tā shi Mǎ Xiānsheng ma? Máo Bú shi, Tā shi Máo Xiānsheng.
(Is he Mr. Mǎ?) (No. He is Mr. Máo.)

6. Tā shi Zhōu Xiǎojiě ma? Zhào Bú shi. Tā shi Zhào Xiǎojiě.
(Is she Miss Zhōu?) (No. She is Miss Zhào.)

7. Tā shi Jiāng Xiānsheng ma? Bú shi. Tā shi Jiǎng Xiānsheng.
Jiǎng (No. He is Mr. Jiǎng.)
(Is he Mr. Jiāng?)

D. Response Drill

This drill is a combination of the two previous drills. Give an affirmative or a negative answer according to the cue.

1. Speaker: Tā shi Liú Tàitai ma? You: Shì. Tā shi Liú Tàitai.
(cue) Liú (Yes. She is Mrs. Liú.)
(Is she Mrs. Liú?)

OR Tā shi Liú Tàitai ma? Bú shi. Tā shi Huáng Tàitai.
Huáng (No. She is Mrs. Huáng.)
(Is she Mrs. Liú?)

2. Tā shi Wáng Xiānsheng ma? Wáng Shì. Tā shi Wáng Xiānsheng.
(Is he Mr. Wáng?) (Yes. He is Mr. Wáng.)

3. Tā shi Gāo Tàitai ma? Zhào Bú shi. Tā shi Zhào Tàitai.
(Is she Mrs. Gāo?) (No. She is Mrs. Zhào.)

4. Tā shi Táng Xiǎojiě ma? Táng Shì. Tā shi Táng Xiǎojiě.
(Is she Miss Táng?) (Yes. She is Miss Táng.)

5. Tā shi Huáng Xiānsheng ma? Wáng
(Is he Mr. Huáng?)
Bú shi. Tā shi Wáng Xiānsheng.
(No. He is Mr. Wáng.)

6. Tā shi Zhāng Tàitai ma? Jiāng
(Is she Mrs. Zhāng?)
Bú shi. Tā shi Jiāng Tàitai.
(No. She is Mrs. Jiāng.)

E. Transformation Drill

1. Speaker: Nǐ shi Zhāng Xiānsheng ma?
(Are you Mr. Zhāng?)
You: Nǐ xìng Zhāng ma?
(Is your surname Zhāng?)

2. Nǐ shi Zhào Tàitai ma?
(Are you Mrs. Zhào?)
Nǐ xìng Zhào ma?
(Is your surname Zhào?)

3. Nǐ shi Jiǎng Xiǎojiě ma?
(Are you Miss Jiǎng?)
Nǐ xìng Jiǎng ma?
(Is your surname Jiǎng?)

4. Nǐ shi Liú Tóngzhì ma?
(Are you Comrade Liú?)
Nǐ xìng Liú ma?
(Is your surname Liú?)

5. Nǐ shi Sòng Tàitai ma?
(Are you Mrs. Sòng?)
Nǐ xìng Sòng ma?
(Is your surname Sòng?)

6. Nǐ shi Lǐ Xiānsheng ma?
(Are you Mr. Lǐ?)
Nǐ xìng Lǐ ma?
(Is your surname Lǐ?)

7. Nǐ shi Sūn Tóngzhì ma?
(Are you Comrade Sūn?)
Nǐ xìng Sūn ma?
(Is your surname Sūn?)

F. Transformation Drill

1. Speaker: Wǒ xìng Zhāng.
(My surname is Zhāng.)
You: Wǒ bú xìng Zhāng.
(My surname is not Zhāng.)

2. Wǒ xìng Chén.
Wǒ bú xìng Chén.

3. Wǒ xìng Huáng.
Wǒ bú xìng Huáng.

4. Wǒ xìng Gāo.
Wǒ bú xìng Gāo.

5. Wǒ xìng Sūn.
Wǒ bú xìng Sūn.

6. Wǒ xìng Zhāng. Wǒ bú xìng Zhāng.

7. Wǒ xìng Zhōu. Wǒ bú xìng Zhōu.

G. Transformation Drill

1. Speaker: Wǒ bú shi Lǐ Xiānsheng. (I am not Mr. Lǐ.) You: Wǒ bú xìng Lǐ. (My surname is not Lǐ.)

2. Wǒ bú shi Wáng Tàitai. Wǒ bú xìng Wáng.

3. Wǒ bú shi Chén Xiānsheng. Wǒ bú xìng Chén.

4. Wǒ bú shi Lín Tóngzhì. Wǒ bú xìng Lín.

5. Wǒ bú shi Zhōu Xiǎojiě. Wǒ bú xìng Zhōu.

6. Wǒ bú shi Jiǎng Xiānsheng. Wǒ bú xìng Jiǎng.

7. Wǒ bú shi Sòng Tàitai. Wǒ bú xìng Sòng.

H. Expansion Drill

1. Speaker: Tā bú shi Wáng Xiānsheng. (cue) Huáng (He is not Mr. Wáng.) You: Tā bú shi Wáng Xiānsheng, tā xìng Huáng. (He is not Mr. Wáng; his surname is Huáng.)

2. Tā bú shi Jiǎng Tàitai. Jiāng Tā bú shi Jiǎng Tàitai, tā xìng Jiāng.

3. Tā bú shi Liú Tóngzhì. Lín Tā bú shi Liú Tóngzhì, tā xìng Lín.

4. Tā bú shi Sòng Xiǎojiě. Sūn Tā bú shi Sòng Xiǎojiě, tā xìng Sūn.

5. Tā bú shi Zhào Xiānsheng. Zhōu Tā bú shi Zhào Xiānsheng, tā xìng Zhōu.

6. Tā bú shi Jiāng Tóngzhì. Zhāng. Tā bú shi Jiāng Tóngzhì, tā xìng Zhāng.

7. Tā bú shi Sūn Tàitai. Sòng Tā bú shi Sūn Tàitai, tā xìng Sòng.

I. Expansion Drill

1.	Speaker: Wǒ bú xìng Fāng. (cue) Hú (My surname is not Fāng.)		You: Wǒ bú xìng Fāng, xìng Hú. (My surname is not Fāng; it's Hú.)
2.	Wǒ bú xìng Sūn.	Sòng	Wǒ bú xìng Sūn, xìng Sòng.
3.	Wǒ bú xìng Yáng.	Táng	Wǒ bú xìng Yáng, xìng Táng.
4.	Wǒ bú xìng Jiǎng.	Zhāng	Wǒ bú xìng Jiǎng, xìng Zhāng.
5.	Wǒ bú xìng Zhōu.	Zhào	Wǒ bú xìng Zhōu, xìng Zhào.
6.	Wǒ bú xìng Wáng.	Huáng	Wǒ bú xìng Wáng, xìng Huáng.
7.	Wǒ bú xìng Jiāng.	Jiǎng	Wǒ bú xìng Jiāng, xìng Jiǎng.

J. Response Drill

1.	Speaker: Tā shi Wáng Xiānsheng ma? (cue) Wáng (Is he Mr. Wáng?)		You: Shì. Tā shi Wáng Xiānsheng. (Yes. He is Mr. Wáng.)
	OR Tā shi Wáng Xiānsheng ma? Huáng (Is he Mr. Wáng?)		Tā bú shi Wáng Xiānsheng. Tā xìng Huáng. (He is not Mr. Wáng. His surname is Huáng.)
2.	Tā shi Liú Tàitai ma?	Lín	Tā bú shi Liú Tàitai. Tā xìng Lín.
3.	Tā shi Chén Xiǎojiě ma?	Chén	Shì. Tā shi Chén Xiǎojiě.
4.	Tā shi Máo Xiānsheng ma?	Máo	Shì. Tā shi Máo Xiānsheng.
5.	Tā shi Jiāng Tóngzhì ma?	Zhāng	Tā bú shi Jiāng Tóngzhì. Tā xìng Zhāng.
6.	Tā shi Sòng Tàitai ma?	Sòng	Shì. Tā shi Sòng Tàitai.
7.	Tā shi Lǐ Xiānsheng ma?	Wáng	Tā bú shi Lǐ Xiānsheng. Tā xìng Wáng.

K. Transformation Drill

1.	Speaker: Wǒ xìng Wáng. (My surname is Wáng.)	Student 1: Tā xìng shénme? (What is his surname?) Student 2: Tā xìng Wáng. (His surname is Wáng.)
2.	Wǒ xìng Chén.	S1: Tā xìng shénme? S2: Tā xìng Chén.
3.	Wǒ xìng Liú.	S1: Tā xìng shénme? S2: Tā xìng Liú.
4.	Wǒ xìng Huáng.	S1: Tā xìng shénme? S2: Tā xìng Huáng.
5.	Wǒ xìng Sòng.	S1: Tā xìng shénme? S2: Tā xìng Sòng.
6.	Wǒ xìng Lǐ.	S1: Tā xìng shénme? S2: Tā xìng Lǐ.
7.	Wǒ xìng Wáng.	S1: Tā xìng shénme? S2: Tā xìng Wáng.

L. Transformation Drill

1.	Speaker: Wǒ xìng Wáng jiào Dànián. (My surname is Wáng, and my given name is Dànián.)	You: Nǐ xìng Wáng jiào shénme? (Your surname is Wáng, and what is your given name?) Speaker: Dànián. (Dànián.)	
2.	Wǒ xìng Hú jiào Měilíng.	Nǐ xìng Hú jiào shénme?	Měilíng.
3.	Wǒ xìng Lǐ jiào Shìyīng.	Nǐ xìng Lǐ jiào shénme?	Shìyīng.
4.	Wǒ xìng Fāng jiào Bǎolán.	Nǐ xìng Fāng jiào shénme?	Bǎolán.
5.	Wǒ xìng Sūn jiào Déxián.	Nǐ xìng Sūn jiào shénme?	Déxián.
6.	Wǒ xìng Chén jiào Huìrán.	Nǐ xìng Chén jiào shénme?	Huìrán.
7.	Wǒ xìng Zhāng jiào Zhènhàn.	Nǐ xìng Zhāng jiào shénme?	Zhènhàn.

M. Combination Drill

1.	Speaker: Tā xìng Chén. Tā jiào Bǎolán. (Her surname is Chén. Her given name is Bǎolán.)	You: Tā xìng Chén, jiào Bǎolán. (Her surname is Chén, given name Bǎolán.)
2.	Tā xìng Lǐ. Tā jiào Mínglǐ.	Tā xìng Lǐ, jiào Mínglǐ.
3.	Tā xìng Hú. Tā jiào Bǎolán.	Tā xìng Hú, jiào Bǎolán.
4.	Tā xìng Jiāng, Tā jiào Déxián.	Tā xìng Jiāng, jiào Déxián.
5.	Tā xìng Zhōu. Tā jiào Zǐyàn.	Tā xìng Zhōu, jiào Zǐyàn.
6.	Tā xìng Zhāng. Tā jiào Tíngfēng.	Tā xìng Zhāng, jiào Tíngfēng.
7.	Tā xìng Chén. Tā jiào Huìrán.	Tā xìng Chén, jiào Huìrán.

UNIT 3

INTRODUCTION

Topics Covered in This Unit

1. Nationality.
2. Home state, province, and city.

Prerequisites to the Unit

1. P&R 5 and P&R 6 (Tapes 5 and 6 of the resource module on Pronunciation and Romanization).
2. NUM 1 and NUM 2 (Tapes 1 and 2 of the resource module on Numbers), the numbers from 1 to 10.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 3D-1 tape.

REFERENCE LIST

1.	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	B:	Wǒ shi Měiguo rén.	I'm an American.
2.	A:	Nǐ shi Zhōngguo rén ma?	Are you Chinese?
	B:	Wǒ shi Zhōngguo rén.	I'm Chinese.
3.	A:	Wáng Xiānsheng, nǐ shi Yīngguo rén ma?	Mr. Wáng, are you English?
	B:	Wǒ bú shi Yīngguo rén.	I'm not English.
4.	A:	Nǐ shi Zhōngguo rén ma?	Are you Chinese?
	B.	Bú shi.	No.
	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	B:	Shì.	Yes, I am.
5.	A:	Mǎ Xiǎojiě shi Měiguo rén ma?	Is Miss Mǎ an American?
	B:	Bú shi, tā bú shi Měiguo rén.	No, she is not American.
	A:	Tā shi Zhōngguo rén ma?	Is she Chinese?
	B:	Shì, tā shi Zhōngguo rén.	Yes, she is Chinese.
6.	A:	Nǐ shi něiguo rén?	What is your nationality?
	B:	Wǒ shi Měiguo rén.	I'm American.
7.	A:	Tā shi něiguo rén?	What is his nationality?
	B:	Tā shi Yīngguo rén.	He is English.
8.	A:	Nǐ shi nǎrde rén?	Where are you from?
	B:	Wǒ shi Shànghǎi rén.	I'm from Shànghǎi.
9.	A:	Tā shi Fāng Bǎolánde xiānsheng.	He is Fāng Bǎolán's husband.
10.	A:	Tā shi nǎrde rén?	Where is he from?
	B:	Tā shi Shāndōng rén.	He's from Shāndōng.
11.	A:	Nǐ shi nǎrde rén?	Where are you from?
	B:	Wǒ shi Jiāzhōu rén.	I'm a Californian.

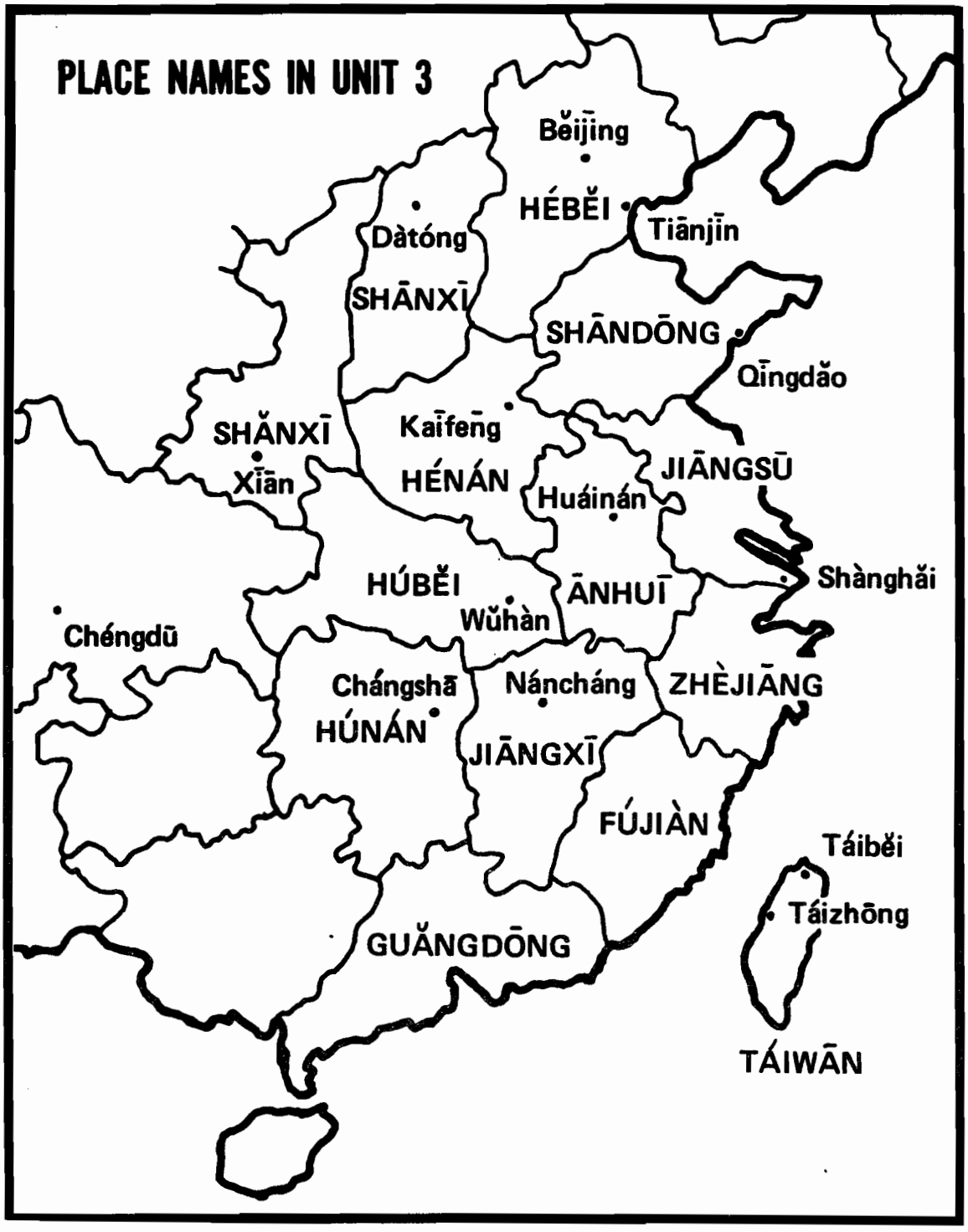
12.	A: Nǐ shi Měiguo rén ma?	Are you an American?
	A: Nǐ shi nèiguo rén?	What's your nationality?
	A: Nǐ shi nǎrde rén?	Where are you from?

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

13.	Déguó	Germany
14.	Èguó (Éguó)	Russia
15.	Fàguó (Fǎguó)	France
16.	Rìběn	Japan

VOCABULARY

-de	(possessive marker)
Déguó	Germany
Èguó (Éguó)	Russia
Fàguó (Făguó)	France
-guó	country
Jiāzhōu	California
Měiguó	America, United States
nǎr	where?
něi-	which?
něiguó	which country
rén	person
Rìběn	Japan
Shāndōng	(a province name)
Shànghǎi	(a city name)
Yīngguó	England
Zhōngguó	China


PLACE NAMES IN UNIT 3
Běijīng
HÉBĚI
Tiānjīn
Dàtóng
SHĀNXĪ
SHĀNDŌNG
Qīngdǎo
Kaīfēng
SHĂNXĪ
Xīān
HÉNÁN
JIĀNGSŪ
Huáinán
Shànghǎi
HÚBĚI
ĀNHUĪ
Wǔhàn
Chéngdū
Chángshā
Náncháng
ZHÈJIĀNG
HÚNÁN
JIĀNGXĪ
FÚJIÀN
Táiběi
Táizhōng
GUĂNGDŌNG
TÁIWĀN

REFERENCE NOTES

1.	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	B:	Wǒ shi Měiguo rén.	I'm an American.
2.	A:	Nǐ shi Zhōngguo rén ma?	Are you Chinese?
	B:	Wǒ shi Zhōngguo rén.	I'm Chinese.
3.	A:	Wáng Xiānsheng, nǐ shi Yīngguo rén ma?	Mr. Wáng, are you English?
	B:	Wǒ bú shi Yīngguo rén.	I'm not English.

Notes on Nos. 1-3

Rén is a noun, "person" or "persons"; so Měiguo rén is a noun phrase, literally "America person." Sometimes, however, it is preferable or necessary to translate expressions of this sort as adjectives or prepositional phrases.

Tā shi Měiguo rén.	He is an American. (noun phrase)
Tā shi Zhōngguo rén.	He is Chinese. (adjective)
Tā shi Shāndōng rén.	He is from Shāndōng. (prepositional phrase)

Although Měiguo rén is translated here as "an American," in other contexts it may be translated as "the American," "American," or "the Americans." Later you will learn the various ways to indicate in Chinese whether a noun is definite or indefinite, singular or plural.

The syllable -guó usually loses its tone in expressions like Měiguo rén. (Some speakers drop the tone when the word stands alone: Měiguo.)

4.	A:	Nǐ shi Zhōngguo rén ma?	Are you Chinese?
	B:	Bú shi.	No.
	A:	Nǐ shi Měiguo rén ma?	Are you an American?
	B:	Shì.	Yes, I am.
5.	A:	Mǎ Xiǎojiě shi Měiguo rén ma?	Is Miss Mǎ an American?
	B:	Bú shi, tā bú shi Měiguo rén.	No, she is not American.
	A:	Tā shi Zhōngguo rén ma?	Is she Chinese?
	B:	Shì, tā shi Zhōngguo rén.	Yes, she is Chinese.

Notes on Nos. 4-5

The short "yes" answer shì is really the verb "am" of the longer, more complete answer. The short "no" answer bú shi is really the "am not" of the longer answer.

It is possible to reduce a "no" answer to bù (note the Falling tone), but polite usage requires that you follow it up with a more complete answer. Both the short answers shì and bú shi are commonly followed by complete answers.

6. A: Nǐ shi nǎiguo rén? — What is your nationality?
   B: Wǒ shi Měiguo rén. — I'm American.

7. A: Tā shi nǎiguo rén? — What is his nationality?
   B: Tā shi Yīngguo rén. — He is English.

Notes on Nos. 6-7

Nǎi- is the question word "which." It is a bound word--a word which cannot stand alone--not a free word.

nǎi-	guo	rén
(which	country	person)

Notice that the syllable -guó, "country," in the phrase nǎiguo rén may lose its Rising tone.

8. A: Nǐ shi nǎrde rén? — Where are you from?
   B: Wǒ shi Shānghǎi rén. — I'm from Shānghǎi.

9. A: Tā shi Fāng Bǎolánde xiānsheng. — He is Fāng Bǎolán's husband.

10. A: Tā shi nǎrde rén? — Where is he from?
    B: Tā shi Shāndōng rén. — He's from Shāndōng.

11. A: Nǐ shi nǎrde rén? — Where are you from?
    B: Wǒ shi Jiāzhōu rén. — I'm a Californian.

Notes on Nos. 8-11 .

Nǎr is the question word "where." The syllable -de is the possessive marker; it functions like the English possessive ending -'s.

nǎr	-de	rén
(where	's	person)

By reversing the word order, a slightly more idiomatic translation is possible: "a person of where." The closest English equivalent is "a person from where." To clarify the role of -de in this expression, the tape gives the following example of -de functioning like the English possessive ending -'s:

Fāng Bǎolán	-de	xiānsheng
(Fāng Bǎolán	's	husband)

12. A: Nǐ shi Měiguo rén ma? — Are you an American?
A: Nǐ shi něiguo rén? — What's your nationality?
A: Nǐ shi nǎrde rén? — Where are you from?

DRILLS

A. Response Drill

All responses will be affirmative.

1.	Speaker: Tā shi Zhōngguo rén ma? (Is he Chinese?)	You: Tā shi Zhōngguo rén. (He is Chinese.)
2.	Tā shi Rìběn rén ma?	Tā shi Rìběn rén.
3.	Tā shi Zhōngguo rén ma?	Tā shi Zhōngguo rén.
4.	Tā shi Měiguo rén ma?	Tā shi Měiguo rén.
5.	Tā shi Déguo rén ma?	Tā shi Déguo rén.
6.	Tā shi Jiānádà rén ma?	Tā shi Jiānádà rén.
7.	Tā shi Fàguo rén ma?	Tā shi Fàguo rén.

B. Response Drill

1.	Speaker: Tā shi Jiānádà rén ma? (cue) Yīngguó (Is he a Canadian?)	You: Tā bú shi Jiānádà rén. Shì Yīngguo rén. (He is not Canadian. He is English.)
2.	Tā shi Rìběn rén ma? Zhōngguó	Tā bú shi Rìběn rén. Shì Zhōngguo rén.
3.	Tā shi Yīngguo rén ma? Měiguó	Tā bú shi Yīngguo rén. Shì Měiguo rén.
4.	Tā shi Měiguo rén ma? Jiānádà	Tā bú shi Měiguo rén. Shì Jiānádà rén.
5.	Tā shi Èguo rén ma? Déguó	Tā bú shi Èguo rén. Shì Déguo rén.
6.	Tā shi Yuènán rén ma? Zhōngguó	Tā bú shi Yuènán rén. Shì Zhōngguo rén.
7.	Tā shi Fàguo rén ma? Yīngguó	Tā bú shi Fàguo rén. Shì Yīngguo rén.

C. Response Drill

1.	Speaker: Tā shi nĕiguo rén? (cue) Fàguó (What is his nationality?)		You: Tā shi Fàguo rén. (He is French.)
2.	Tā shi nĕiguo rén?	Zhōngguó	Tā shi Zhōngguo rén.
3.	Tā shi nĕiguo rén?	Měiguó	Tā shi Měiguo rén.
4.	Tā shi nĕiguo rén?	Jiānádà	Tā shi Jiānádà rén.
5.	Tā shi nĕiguo rén?	Rìbĕn	Tā shi Rìbĕn rén.
6.	Tā shi nĕiguo rén?	Èguó	Tā shi Èguo rén.
7.	Tā shi nĕiguo rén?	Déguó	Tā shi Déguo rén.

D. Response Drill

1.	Speaker: Tā shi nărde rén? (cue) Bĕijīng (Where is he from?)		You: Tā shi Bĕijīng rén. (He is from Bĕijīng.)
2.	Tā shi nărde rén?	Shànghăi	Tā shi Shànghăi rén.
3.	Tā shi nărde rén?	Chángshā	Tā shi Chángshā rén.
4.	Tā shi nărde rén?	Táizhōng	Tā shi Táizhōng rén.
5.	Tā shi nărde rén?	Táiběi	Tā shi Táiběi rén.
6.	Tā shi nărde rén?	Tiānjīng	Tā shi Tiānjīng rén.
7.	Tā shi nărde rén?	Bĕijīng	Tā shi Bĕijīng rén.

E. Transformation Drill

1.	Speaker:	Tā shi Bĕijīng rén. (He is from Bĕijīng.)	You: Tā shi nărde rén? (Where is he from?)
	OR	Tā shi Zhōngguo rén. (He is Chinese.)	Tā shi nĕiguo rén? (What's his nationality?)

2.	Tā shi Jiānádà rén.	Tā shi něiguo rén?
3.	Tā shi Táiběi rén.	Tā shi nǎrde rén?
4.	Tā shi Shànghǎi rén.	Tā shi nǎrde rén?
5.	Tā shi Yīngguo rén.	Tā shi něiguo rén?
6.	Tā shi Měiguo rén.	Tā shi něiguo rén?
7.	Tā shi Táizhōng rén.	Tā shi nǎrde rén?

F. Transformation Drill

1.	Speaker: Tā shi Lǐ Tàitai. (She is Mrs. Lǐ.)	You: Tā bú shi Lǐ Tàitai. (She is not Mrs. Lǐ.)
2.	Tā xìng Gāo.	Tā bú xìng Gāo.
3.	Tā shi Táiběi rén.	Tā bú shi Táiběi rén.
4.	Tā xìng Liú.	Tā bú xìng Liú.
5.	Tā shi Měiguo rén.	Tā bú shi Měiguo rén.
6.	Tā shi Jiānádà rén.	Tā bú shi Jiānádà rén.

G. Transformation Drill

Ask the appropriate ma question.

1.	Speaker: Tā xìng Hú. (His surname is Hú.)	You: Tā xìng Hú ma? (Is his surname Hú?)
2.	Tā shi Běijīng rén.	Tā shi Běijīng rén ma?
3.	Tā shi Wáng Dànián.	Tā shi Wáng Dànián ma?
4.	Tā xìng Lín.	Tā xìng Lín ma?
5.	Tā shi Zhōngguo rén.	Tā shi Zhōngguo rén ma?

H. Transformation Drill

1.	Speaker: Tā xìng Zhāng. (His surname is Zhāng.)	You: Tā xìng shénme? (What's his surname?)
2.	Tā shi Běijīng rén.	Tā shi nǎrde rén?
3.	Tā shi Wáng Dànián.	Tā shi shéi?
4.	Tā shi Rìběn rén.	Tā shi něiguo rén?
5.	Tā shi Shāndōng rén.	Tā shi nǎrde rén?
6.	Tā shi Chén Tóngzhì.	Tā shi shéi?

UNIT 4

INTRODUCTION

Topics Covered in This Unit

1. Location of people and places.
2. Where people's families are from.

Prerequisites to the Unit

1. NUM 3 and NUM 4 (Tapes 3 and 4 of the resource module on Numbers).
2. CE 1, on Classroom Expressions.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 4D-1 tape.

REFERENCE LIST

(in Běijīng)

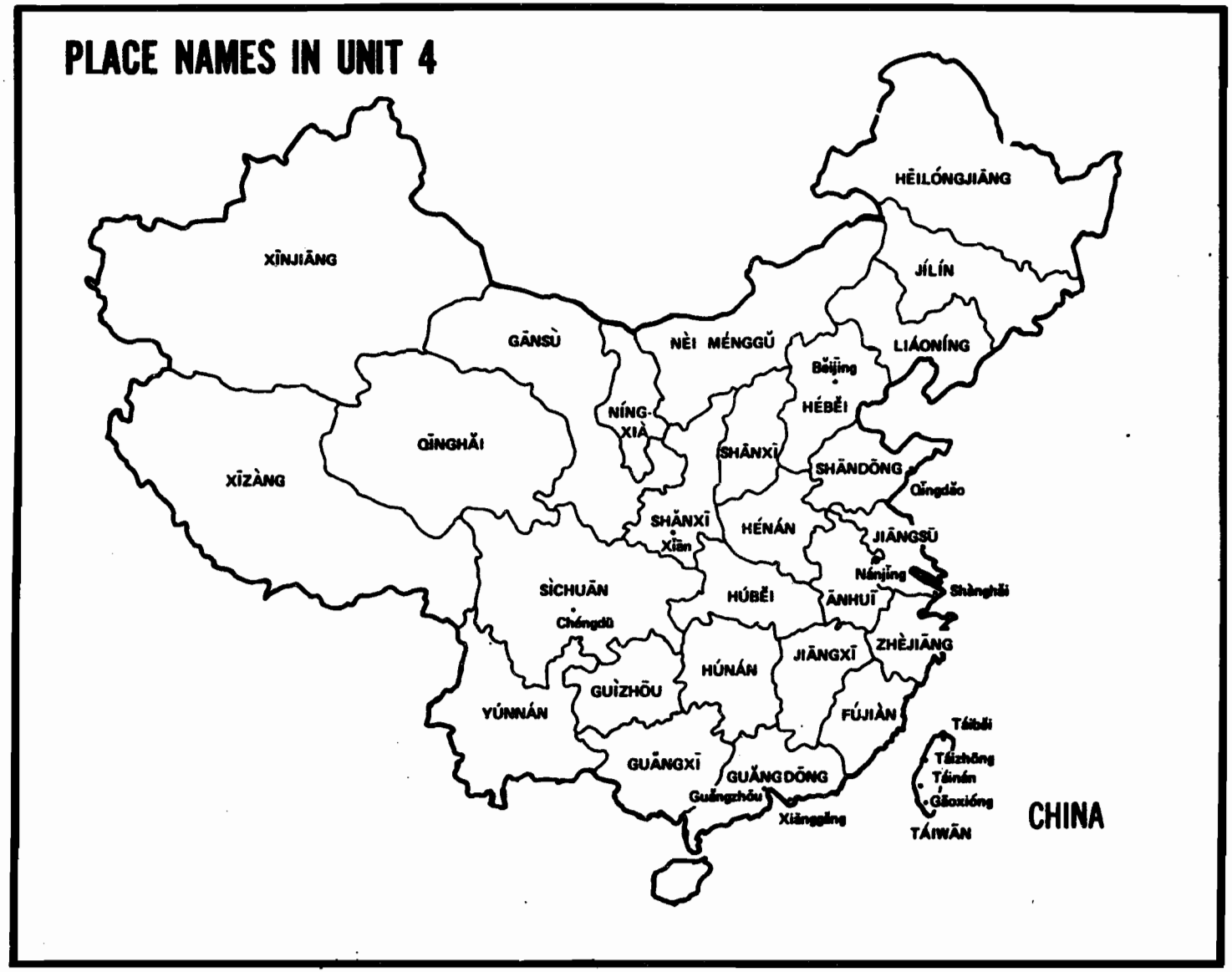
1.	A:	Qǐngwèn, nǐ shi nǎrde rén?	May I ask, where are you from?
	B:	Wǒ shi Dézhōu rén.	I'm from Texas.
2.	A:	Qǐngwèn, Āndésēn Fūren shi nǎrde rén?	May I ask, where is Mrs. Anderson from?
	B:	Tā yě shi Dézhōu rén.	She is from Texas too.
3.	A:	Tā shi Yīngguo rén ma?	Is he English?
	B:	Bú shi, tā bú shi Yīngguo rén.	No, he is not English.
	A:	Tā àiren ne?	And his wife?
	B:	Tā yé bú shi Yīngguo rén.	She isn't English either.
4.	A:	Qǐngwèn, Qīngdǎo zài nǎr?	May I ask, where is Qīngdǎo?
	B:	Qīngdǎo zài Shāndōng.	Qīngdǎo is in Shāndōng.
5.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	May I ask, where is your family from?
	B:	Wǒ lǎojiā zài Āndàlüè.	My family is from Ontario.
	C:	Wǒ lǎojiā zài Shāndōng.	My family is from Shāndōng.
6.	A:	Chén Shìmín Tóngzhì zài nǎr?	Where is Comrade Chén Shìmín?
	B:	Tā zài nàr.	He's there.
7.	A:	Qīngdǎo zài nǎr?	Where is Qīngdǎo?
	B:	Zài zhèr.	It's here.
8.	A:	Nǐ àiren xiànzài zài nǎr?	Where is your wife now?
	B:	Wǒ àiren xiànzài zài Jiānádà.	My wife is in Canada now.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

9. Learn the pronunciation and locations of any five cities and five provinces of China found on the maps on pages 80-81.

VOCABULARY

àiren	spouse
Āndàlüè	Ontario
Dézhōu	Texas
fūren	Lady, Madame, Mrs.; wife (of a high-ranking person)
Jiānádà	Canada
lǎojiā	"original home"
nàr (nèr)	there
Qīngdǎo	(a city name)
Qǐngwèn . . .	May I ask . . .
xiànzài	now
yě	also, too, either
zài	to be in/at/on
zhèr	here


PLACE NAMES IN UNIT 4
HĚILÓNGJIĀNG
XĪNJIĀNG
JÍLÍN
GĀNSÙ
NÈI MÉNGGŬ
LIÁONÍNG
Běijīng
HÉBĚI
NÍNG-XIÀ
QĪNGHĂI
SHĀNXĪ
SHĀNDŌNG
XĪZÀNG
Qīngdǎo
SHĂNXĪ
Xīān
HÉNÁN
JIĀNGSŪ
Nánjīng
Shànghǎi
SÌCHUĀN
HÚBĚI
ĀNHUĪ
Chéngdū
ZHÈJIĀNG
JIĀNGXĪ
HÚNÁN
GUÌZHŌU
YÚNNÁN
FÚJIÀN
Táiběi
Táizhōng
Táinán
GUĂNGXĪ
GUĂNGDŌNG
Gāoxióng
Guǎngzhōu
Xiānggǎng
TÁIWĀN
CHINA

REFERENCE NOTES

1. A: Qǐngwèn, nǐ shi nǎrde rén? — May I ask, where are you from?
   B: Wǒ shi Dézhōu rén. — I'm from Texas.

Note on No. 1

Qǐngwèn: Literally, qǐng means "request," and wèn means "ask (for information)." Qǐngwèn is used as English speakers use "excuse me," to get someone's attention in order to ask him a question.*

2. A: Qǐngwèn, Āndésēn Fūren shi nǎrde rén? — May I ask, where is Mrs. Anderson from?
   B: Tā yě shi Dézhōu rén. — She is from Texas too.

Notes on No. 2

Names: In the People's Republic, a foreigner is known by the standard phonetic equivalent of his full name. His given name is followed by his surname, which is followed by the appropriate title. Mr. David Anderson will be called Dàiwéi Āndésēn Xiānsheng. In Taiwan, there is no set way of giving names to foreigners. Sometimes, as in the PRC, a phonetic equivalent of the full name is used (though there are no standard versions). Sometimes, the equivalent is based entirely on the surname. Mr. Anderson, for instance, might be Ān Désēn Xiānsheng. The surname may also be translated, as when "King" is translated into Wáng. It is also common to base the Chinese surname on the first syllable of the original surname, and the Chinese given name on something else (often the original given name). In Taiwan, Dàwèi is a common phonetic equivalent for "David." "Mr. David Anderson," therefore, might be Ān Dàwèi Xiānsheng. Here is a chart of SOME of the Chinese names that might be given to Mr. David Anderson.

PRC:	Dàiwéi	Āndésēn	Xiānsheng
TAIWAN:	Ān	Désēn	Xiānsheng
	Ān	Dàwèi	Xiānsheng

*Qǐngwèn is NOT the word used for saying "excuse me" when you step on someone's foot. For that, you say duìbuqǐ.

Titles: In the PRC, a foreign man is addressed as Xiānsheng, and a married woman as either Fūren or Tàitai, depending on her status. The term fūren is an expecially respectful term used to address the wife of a high-ranking official or businessman. Fūren is also used this way on Taiwan. An unmarried foreign woman in the PRC may be addressed as Xiǎojiě, "Miss." Married or unmarried women may be addressed as Nǚshì, "Ms." or "Ma'am." Nǚshì will be introduced in BIO, Unit 1.

The term Tóngzhì, "Comrade," was originally used only by members of the Communist Party to address other members. It is now the general term of address used by all Chinese adults in the PRC. It should be remembered, though, that Tóngzhì does carry a distinct political implication. Visitors in the People's Republic, who are not citizens and who do not take part in efforts to realize Communist ideals, will not be addressed as Tóngzhì and should not feel obliged to address anyone else as such.

Yě is an adverb meaning "also" or "too." It always comes before the verb.

3.	A:	Tā shi Yīngguo rén ma?	Is he English?
	B:	Bú shi, tā bú shi Yīngguo rén.	No, he is not English.
	A:	Tā àiren ne?	And his wife?
	B:	Tā yě bú shi Yīngguo rén.	She isn't English either.

Notes on No. 3

Àiren, which originally meant "loved one," "sweetheart," or "lover," is used in the PRC for either "husband" or "wife," i.e., for "spouse."

The possessive phrase tā àiren, "his wife" (or "her husband"), is formed by putting the words for "he" (or "she") and "spouse" together. The marker -de (which you have seen in nǎrde rén) is not needed when the possessive relationship is felt to be very close. (See also the notes on No. 5.)

Yě in a negative sentence is usually translated as "either." In this case, bù comes between yě and the verb. Possible English translations for yě, in both affirmative and negative sentences, are

Tā yě shi Yīngguo rén.	She is English too. She is also English.
Tā yě bú shi Yīngguo rén.	She is not English either. She is also not English.

4. A:	Qǐngwèn, Qíngdǎo zài nǎr?	May I ask, where is Qíngdǎo?
B:	Qíngdǎo zài Shāndōng.	Qíngdǎo is in Shāndōng.

Note on No. 4

Zài is the verb "to be in/at/on," that is, "to be somewhere." Zài involves location, while shì involves identity, "to be someone/something."

identity		
Wǒ	shi	Měiguo rén.
(I	am	an American.)

location		
Wǒ	zài	Zhōngguó.
(I	am in	China.)

5. A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	May I ask, where is your family from?
B:	Wǒ lǎojiā zài Āndàlüè.	My family is from Ontario.
C:	Wǒ lǎojiā zài Shāndōng.	My family is from Shāndōng.

Notes on No. 5

Literally, lǎojiā is "old home" ("original home," "ancestral home," "native place"), that is, the place you and your family are from. When a Chinese asks you about your lǎojiā, he probably wants to know about your hometown, the place where you grew up. When you ask a Chinese about his lǎojiā, however, he will tell you where his family came from originally. A Chinese whose grandparents came from the province of Gǔangdōng will give that as his lǎojiā, even if he and his parents have spent all of their lives in Sìchuān.

Nǐ lǎojiā zài nǎr? (literally "Where is your original home?") asks for the LOCATION of the town you come from. The question is answered with zài plus the name of the province (or state) that the town is located in: Wǒ lǎojiā zài Dézhōu (Āndàlüè, Shāndōng). Nǐ lǎojiā shi nǎr? (translated into English as "What is your original home?") asks about the IDENTITY of the town you come from. That question is answered with shi plus the name of the town (or city): Wǒ lǎojiā shi Jiùjǐnshān (Qíngdǎo, Shànghǎi). Compare:

Wǒ lǎojiā zài Guǎngdōng.	My original home is in Guǎngdōng.
Wǒ lǎojiā shi Guǎngzhōu.	My original home is Guǎngzhōu.

The possessive nǐ lǎojiā, like tā àiren, does not require a possessive marker. However, if more than one word must be used to indicate the possessor, -de is often inserted after the last word: nǐ àirende lǎojiā, "your spouse's original home" or "where your spouse's family comes from."

6.	A:	Chén Shìmín Tóngzhì zài nǎr?	Where is Comrade Chén Shìmín?
	B:	Tā zài nàr.	He's there.
7.	A:	Qīngdǎo zài nǎr?	Where is Qīngdǎo?
	B:	Zài zhèr.	It's here.
8.	A:	Nǐ àiren xiànzài zài nǎr?	Where is your wife now?
	B	Wǒ àiren xiànzài zài Jiānádà.	My wife is in Canada now.

Notes on Nos. 6-8

You have learned three words for asking and telling about locations.

nǎr?	(where?)
nàr (nèr)	(there)
zhèr	(here)

Notice that the question word nǎr is in the Low tone, while the answer words nàr and zhèr are both in the Falling tone. Also notice that the vowel sound in zhèr is different from that in nǎr and nàr. (Some speakers prefer nèr to nàr.)

When you are talking about movable things and people that you presume are not nearby ("nearby" being approximately within pointing range), you usually ask where they are NOW. The "present time" word may be omitted if the time has been established earlier in the conversation.

Nǐ àiren xiànzài zài nǎr?	Where is your wife now?
Tā zài Běijīng.	She's in Běijīng (now).

If you ask about someone or something you presume to be nearby (a pair of scissors in a drawer, for instance, or a person in a group across the room), you do not use xiànzài.

In English, the words "here" and "there" are used to refer to locations of any size. In Chinese, however, zhèr and nàr are usually not used for

cities, provinces, and countries (with the exception that you may use zhèr to refer to the city you are in). Instead, you repeat the name of the place. Compare these two exchanges in Běijīng:

COUNTRY: Mǎdīng Xiānsheng xiànzài zài Zhōngguo ma?

Tā xiànzài zài Zhōngguó.
(He's here now.)

CITY: Mǎdīng Xiānsheng xiànzài zài Shànghǎi ma?

Tā bú zài Shànghǎi; tā zài zhèr.
(He's not there; he's here.)

Jiānádà, "Canada": Although the middle syllable of this word is marked with the Rising tone, at a normal rate of speech you will probably hear Jiānādà.

DRILLS

A. Response Drill

Respond to the question "Where is he/she from?" according to the cue.

1. Speaker: Tā shi nǎrde rén? (cue) Húnán (Where is he/she from?)
   You: Tā shi Húnán rén. (He/she is from Húnán.)

2. Tā shi nǎrde rén? Shāndōng (Where is he/she from?)
   Tā shi Shāndōng rén. (He/she is from Shāndōng.)

3. Tā shi nǎrde rén? Héběi (Where is he/she from?)
   Tā shi Héběi rén. (He/she is from Héběi.)

4. Tā shi nǎrde rén? Jiāngsū (Where is he/she from?)
   Tā shi Jiāngsū rén. (He/she is from Jiāngsū.)

5. Tā shi nǎrde rén? Guǎngdōng (Where is he/she from?)
   Tā shi Guǎngdōng rén. (He/she is from Guǎngdōng.)

6. Tā shi nǎrde rén? Húběi (Where is he/she from?)
   Tā shi Húběi rén. (He/she is from Húběi.)

7. Tā shi nǎrde rén? Sìchuān (Where is he/she from?)
   Tā shi Sìchuān rén. (He/she is from Sìchuān.)

B. Transformation Drill

Ask the appropriate "where" question, as in the example.

1. Speaker: Zhāng Tóngzhì Fūren shi Běijīng rén. (Comrade Zhāng's wife is from Běijīng.)
   You: Qǐngwèn, Zhāng Fūren shi nǎrde rén? (May I ask, where is Mrs. Zhāng from?)

2. Huáng Tóngzhì Fūren shi Shànghǎi rén.
   Qǐngwèn, Huáng Fūren shi nǎrde rén?

3. Wáng Tóngzhì Fūren shi Nánjīng rén.
   Qǐngwèn, Wáng Fūren shi nǎrde rén?

4. Lǐ Tóngzhì Fūren shi Guǎngzhōu rén.
   Qǐngwèn, Lǐ Fūren shi nǎrde rén?

5. Zhào Tóngzhì Fūren shi Xiānggǎng rén.
   Qǐngwèn, Zhào Fūren shi nǎrde rén?

6.	Máo Tóngzhì Fūren shi Qīngdǎo rén.	Qǐngwèn, Máo Fūren shi nǎrde rén?
7.	Chén Tóngzhì Fūren shi Běijīng rén.	Qǐngwèn, Chén Fūren shi nǎrde rén?

C. Transformation Drill

Change affirmative statements to negative statements.

1.	Speaker: Tā shi Héběi rén. (He/she is from Héběi.)	You: Tā bú shi Héběi rén. (He/she isn't from Héběi.)
2.	Tā shi Shāndōng rén.	Tā bú shi Shāndōng rén.
3.	Tā shi Jiāngsū rén.	Tā bú shi Jiāngsū rén.
4.	Tā shi Fújiàn rén.	Tā bú shi Fújiàn rén.
5.	Tā shi Zhèjiāng rén.	Tā bú shi Zhèjiāng rén.
6.	Tā shi Húnán rén.	Tā bú shi Húnán rén.
7.	Tā shi Sìchuān rén.	Tā bú shi Sìchuān rén.

D. Transformation Drill

Add yě to the statements.

1.	Speaker: Tā shi Héběi rén. (He/she is from Héběi.)	You: Tā yě shi Héběi rén. (He/she is from Héběi too.)
2.	Tā shi Zhèjiāng rén.	Tā yě shi Zhèjiāng rén.
3.	Tā shi Fújiàn rén.	Tā yě shi Fújiàn rén.
4.	Tā shi Húnán rén.	Tā yě shi Húnán rén.
5.	Tā shi Jiāngsū rén.	Tā yě shi Jiāngsū rén.
6.	Tā shi Shāndōng rén.	Tā yě shi Shāndōng rén.
7.	Tā shi Hénán rén.	Tā yě shi Hénán rén.

E. Transformation Drill

Add yě to the statements.

1. Speaker: Zhào Xiānsheng bú shì Táiwān rén.
(Mr. Zhào isn't from Táiwān.)

You: Zhào Xiānsheng yě bú shi Táiwān rén.
(Mr. Zhào isn't from Táiwān either.)

2. Lǐ Xiānsheng bú shi Táiběi rén.
(Mr. Lǐ isn't from Táiběi.)

Lǐ Xiānsheng yě bú shi Táiběi rén.
(Mr. Lǐ isn't from Táiběi either.)

3. Wáng Xiānsheng bú shi Táizhōng rén.
(Mr Wáng isn't from Táizhōng.)

Wáng Xiānsheng yě bú shi Táizhōng rén.
(Mr. Wáng isn't from Táizhōng either.)

4. Huáng Xiānsheng bú shi Táinán rén.
(Mr. Huáng isn't from Táinán.)

Huáng Xiānsheng yě bú shi Táinán rén.
(Mr. Huáng isn't from Táinán either.)

5. Liú Xiānsheng bú shi Táidōng rén.
(Mr. Liú isn't from Táidōng.)

Liú Xiānsheng yě bú shi Táidōng rén.
(Mr. Liú isn't from Táidōng either.)

6. Hú Xiānsheng bú shi Jīlóng rén.
(Mr. Hú isn't from Jīlóng.)

Hú Xiānsheng yě bú shi Jīlóng rén.
(Mr. Hú isn't from Jīlóng either.)

7. Chén Xiānsheng bú shi Gāoxióng rén.
(Mr. Chén isn't from Gāoxióng.)

Chén Xiānsheng yě bú shi Gāoxióng rén.
(Mr. Chén isn't from Gāoxióng either.)

F. Response Drill

1. Speaker: Mǎ Tóngzhì shi Běijīng rén ma?
(Is Comrade Mǎ from Běijīng?)

Tā àiren ne?
(And his/her spouse?)

You: Tā bú shi Běijīng rén.
(He/she isn't from Běijīng.)

Tā àiren yě bú shi Běijīng rén.
(He/she isn't from Běijīng either.)

2. Zhāng Tóngzhì shi Shànghǎi rén ma?
(Is Comrade Zhāng from Shànghǎi?)

Tā bú shi Shànghǎi rén.
(He/she isn't from Shànghǎi.)

Tā àiren ne?
(And his/her spouse?)

Tā àiren yě bú shi Shànghǎi rén.
(He/she isn't from Shànghǎi either.)

3. Jiāng Tóngzhì shi Nánjīng rén ma?
(Is Comrade Jiāng from Nánjīng?)

Tā bú shi Nánjīng rén.
(He/she isn't from Nánjīng.)

Tā àiren ne?
(And his/her spouse?)

Tā àiren yě bú shi Nánjīng rén.
(He/she isn't from Nánjīng either.)

4. Chén Tóngzhì shi Guǎngzhōu rén ma?
(Is Comrade Chén from Guǎngzhōu?)

Tā bú shi Guǎngzhōu rén.
(He/she isn't from Guǎngzhōu.)

Tā àiren ne?
(And his/her spouse?)

Tā yě bú shi Guǎngzhōu rén.
(He/she isn't from Guǎngzhōu either.)

5. Sūn Tóngzhì bú shi Chéngdū rén ma?
(Is Comrade Sūn from Chéngdū?)

Tā bú shi Chéngdū rén.
(He/she isn't from Chéngdū.)

Tā àiren ne?
(And his/her spouse?)

Tā àiren yě bú shi Chéngdū rén.
(He/she isn't from Chéngdū either.)

6. Máo Tóngzhì shi Qīngdǎo rén ma?
(Is Comrade Máo from Qīngdǎo?)

Tā bú shi Qīngdǎo rén.
(He/she isn't from Qīngdǎo.)

Tā àiren ne?
(And his/her spouse?)

Tā àiren yě bú shi Qīngdǎo rén.
(His/her spouse isn't from Qīngdǎo either.)

7. Yáng Tóngzhì shi Běijīng rén ma?
(Is Comrade Yáng from Běijīng?)

Tā bú shi Běijīng rén.
(He/she isn't from Běijīng.)

Tā àiren ne?
(And his/her spouse?)

Tā àiren yě bú shi Běijīng rén.
(His/her spouse isn't from Běijīng either.)

G. Response Drill

1. Speaker: Qǐngwèn, Qīngdǎo zài nǎr? (cue) Shāndōng
(May I ask, where is Qīngdǎo?)

You: Qīngdǎo zài Shāndōng.
(Qīngdǎo is in Shāndōng.)

2. Qǐngwèn, Nánjīng zài nǎr? Jiāngsū
(May I ask, where is Nánjīng?)
Nánjīng zài Jiāngsū.
(Nánjīng is in Jiāngsū.)

3. Qǐngwèn, Guǎngzhōu zài nǎr? Guǎngdōng
(May I ask, where is Guǎngzhōu?)
Guǎngzhōu zài Guǎngdōng.)
(Guǎngzhōu is in Guǎngdōng.)

4. Qǐngwèn, Shànghǎi zài nǎr? Jiāngsū
(May I ask, where is Shànghǎi?)
Shànghǎi zài Jiāngsū.
(Shànghǎi is in Jiāngsū.)*

5. Qǐngwèn, Běijīng zài nǎr? Héběi
(May I ask, where is Běijīng?)
Běijīng zài Héběi.
(Běijīng is in Héběi.)

6. Qǐngwèn, Qīngdǎo zài nǎr? Shāndōng
(May I ask, where is Qīngdǎo?)
Qīngdǎo zài Shāndōng.
(Qīngdǎo is in Shāndōng.)

7. Qǐngwèn, Shànghǎi zài nǎr? Jiāngsū
(May I ask, where is Shànghǎi?)
Shànghǎi zài Jiāngsū.
(Shànghǎi is in Jiāngsū.)

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*Although Shànghǎi is physically located in Jiāngsū Province, it is a separate political entity. (The cities of Běijīng and Tiānjīn are also separate entities.)

H. Transformation Drill

1. Speaker: Lín Tóngzhì shi Húběi rén.
(Comrade Lín is from Húběi.)
You: Lín Tóngzhìde lǎojiā zài Húběi.
(Comrade Lín's family is from Húběi.)

2. Wáng Tóngzhì shi Shānxī rén.
(Comrade Wáng is from Shānxī.)
Wáng Tóngzhìde lǎojiā zài Shānxī.
(Comrade Wáng's family is from Shānxī.)

3. Huáng Tóngzhì shi Shǎnxī rén.
(Comrade Huáng is from Shǎnxī.)
Huáng Tóngzhìde lǎojiā zài Shǎnxī.
(Comrade Huáng's family is from Shǎnxī.)

4. Gāo Tóngzhì shi Fújiàn rén.
(Comrade Gāo is from Fújiàn.)
Gāo Tóngzhìde lǎojiā zài Fújiàn.
(Comrade Gāo's family is from Fújiàn.)

5. Lǐ Tóngzhì shi Sìchuān rén.
(Comrade Lǐ is from Sìchuān.)

Lǐ Tóngzhìde lǎojiā zài Sìchuān.
(Comrade Lǐ's family is from Sìchuān.)

6. Zhōu Tóngzhì shi Zhèjiāng rén.
(Comrade Zhōu is from Zhèjiāng.)

Zhōu Tóngzhìde lǎojiā zài Zhèjiāng.
(Comrade Zhōu's family is from Zhèjiāng.)

7. Máo Tóngzhì shi Húnán rén.
(Comrade Máo is from Húnán.)

Máo Tóngzhìde lǎojiā zài Húnán.
(Comrade Máo's family is from Húnán.)

I. Response Drill

1. Speaker: Tā àiren zài nǎr?
(cue) Měiguó
(Where is his/her spouse?)

You: Tā àiren xiànzài zài Měiguó.
(His/her spouse is in America now.)

2. Tā àiren zài nǎr? Jiānádà
(Where is his/her spouse?)

Tā àiren xiànzài zài Jiānádà.
(His/her spouse is in Canada now.)

3. Tā àiren zài nǎr? Yīngguó
(Where is his/her spouse?)

Tā àiren xiànzài zài Yīngguó.
(His/her spouse is in England now.)

4. Tā àiren zài nǎr? Déguó
(Where is his/her spouse?)

Tā àiren xiànzài zài Déguó.
(His/her spouse is in Germany now.)

5. Tā àiren zài nǎr? Měiguó
(Where is his/her spouse?)

Tā àiren xiànzài zài Fàguó.
(His/her spouse is in America now.)

6. Tā àiren zài nǎr? Fàguó
(Where is his/her spouse?)

Tā àiren xiànzài zài Fàguó.
(His/her spouse is in France now.)

7. Tā àiren zài nǎr? Èguó
(Where is his/her spouse?)

Tā àiren xiànzài zài Èguó.
(His/her spouse is in Russia now.)

CRITERION TEST SAMPLE

The purpose of the Criterion Test at the end of each module is to show you not only how much of the material you have learned, but also what points you need to work on before beginning to study another module.

Since the primary goal of ORN is to introduce the sound system of Standard Chinese, this test focuses on your ability to discriminate and produce tones, vowels, and consonants. Additionally, there are sections which test your ability to comprehend and produce numbers from 1 through 99 and the material in the ORN Target Lists. Your knowledge of personal names and titles and the romanization system is also tested. Read the Objectives at the beginning of the module for a description of exactly what the test covers. Note: Although the entire sound system is introduced in the Pronunciation and Romanization Module, you will be tested here only on those sounds which occur in the Target Sentences. Other sounds will be included in Criterion Tests for later modules.

Following is a sample of the Criterion Test for this module. Each section of the test, with directions and a sample question, is represented here so that you may know exactly what is expected of you after studying the ORN Module.

Minimum scores are suggested for each section of the test. Achieving these scores means that you are adequately prepared for the next module. If you fall below the minimum criterion on any section, you should review relevant study materials.

You will use a tape to complete Part I of the test. Part II is written, and you will complete Part III with your instructor. Part IV of the test (Diagnostics) indicates the passing score for each section and review materials for each section.

Part I

1. This section tests your ability to distinguish the four tones. In your test booklet you will see two syllables after each letter. The speaker will pronounce both syllables, and then say one of them again. You are to decide which syllable was repeated, and circle the appropriate one to indicate your choice. The syllables may occur in any of the four tones, regardless of which tone was used previously in the module. The same syllable may occur more than once in this section.

   For example, the speaker might say: fēi...fěi and then repeat fēi.

   a. (fēi) fěi

2. This section tests your ability to recognize the four tones in isolated syllables. The speaker will pronounce a syllable twice; you add to the written syllable the tone that you hear. Again, the syllables may occur in any of the four tones, regardless of which tone was used previously in the module.

   For example, the speaker might say: fěi...fěi

   a. fěi

3. This section tests your ability to recognize the four tones in two-syllable combinations. The speaker pronounces each two-syllable item twice and then pauses a moment for you to mark tones on the written syllables. For the first ten items, one of the two tones is already marked. For the last ten items, you must fill in both tones.

   For example, the speaker might say: cháběi...cháběi

   a. cháběi

4. In this section, you are tested on syllables which differ minimally in sound. The speaker will pronounce each syllable in an item once; then he will pronounce one of the syllables again. Decide which of the syllables was repeated, and indicate your choice by circling that written syllable in your test booklet. The syllables in this test do not necessarily correspond in every way to syllables in the Target Lists. They may vary in tone, for example.

   For example, the speaker might say: fàn...fàng and then repeat fàng.

   a. fàn (fàng)

5. In this section, you complete the romanization for the syllables that you hear. As the speaker says a syllable, write the appropriate vowel or consonant letter(s) in the blank. This tests your ability to recognize the sounds of a syllable and to use the romanization system correctly. The speaker will say each syllable twice.

   For example, the speaker might say: pàng...pàng; then you would write

   a. pà*ng*

6. This section tests your ability to understand the numbers 1 through 99 in Chinese. For each item, the speaker will say a number, and you write down the numerals for that number.

   For example, you might hear: shí-sān

   a. *13*

7. This section tests your ability to understand questions and answers about where someone is from and where he is now. Listen to a conversation between Mr. Johnson and Comrade Zhào, who have just met. You will hear the conversation three times. The third time you hear it, a pause will follow each line. You may use these pauses to fill in the boxes in your booklet with appropriate information. (You do not have to wait for the second repetition of the conversation to fill in the answers, of course.)

   For example: [You will hear a conversation similar to conversations you heard on the C-2 tapes in this module.]

	Home State or Province	Present Location
Comrade Zhào		
Mr. Johnson (Yuēhànsūn)		
Comrade Zhào's husband		
Mrs. Johnson		

8. This section tests your ability to comprehend Chinese utterances by asking you for the English equivalents. For each item, the speaker will say a sentence from the Target List twice. You indicate your understanding of the sentence by circling the letter of the English sentence which most closely matches the meaning of the Chinese sentence.

For example, you might hear: Nǐ shi shéi?...Nǐ shi shéi?

1. a. Who is she?
   b. Who is he?
   (c.) Who are you?

Part II

9. This section tests your general understanding of the Chinese system of personal names and titles. Read the family histories in your test booklet, and answer the questions.

   For example,

   Yáng Tíngfēng is the Chinese name used by an American, Timothy Young, now that he is living in Taipei. His Chinese surname is:

   1. (a.) Yáng
      b. Tíngfēng
      c. Yáng Tíngfēng

Part III

10. This section tests your ability to pronounce the four tones. Simple sound combinations have been chosen so that special attention may be given to tone production. For each item, choose one syllable and read it aloud. As you do so, put a circle around the one you choose. The instructor will note the syllable he hears. Be sure to choose a fair sampling of all four tones, and select them in random order.

    For example, you might say: má

    a. mā (má) mǎ mà

11. This section tests your ability to pronounce Chinese sounds from the Target Lists, as well as your ability to read romanization. For each item, choose one syllable and read it aloud. As you do so, put a circle around the one you choose. The instructor will note the syllable he hears. Be sure to choose syllables from each column as you go through this section of the test.

For example, you might say: nín

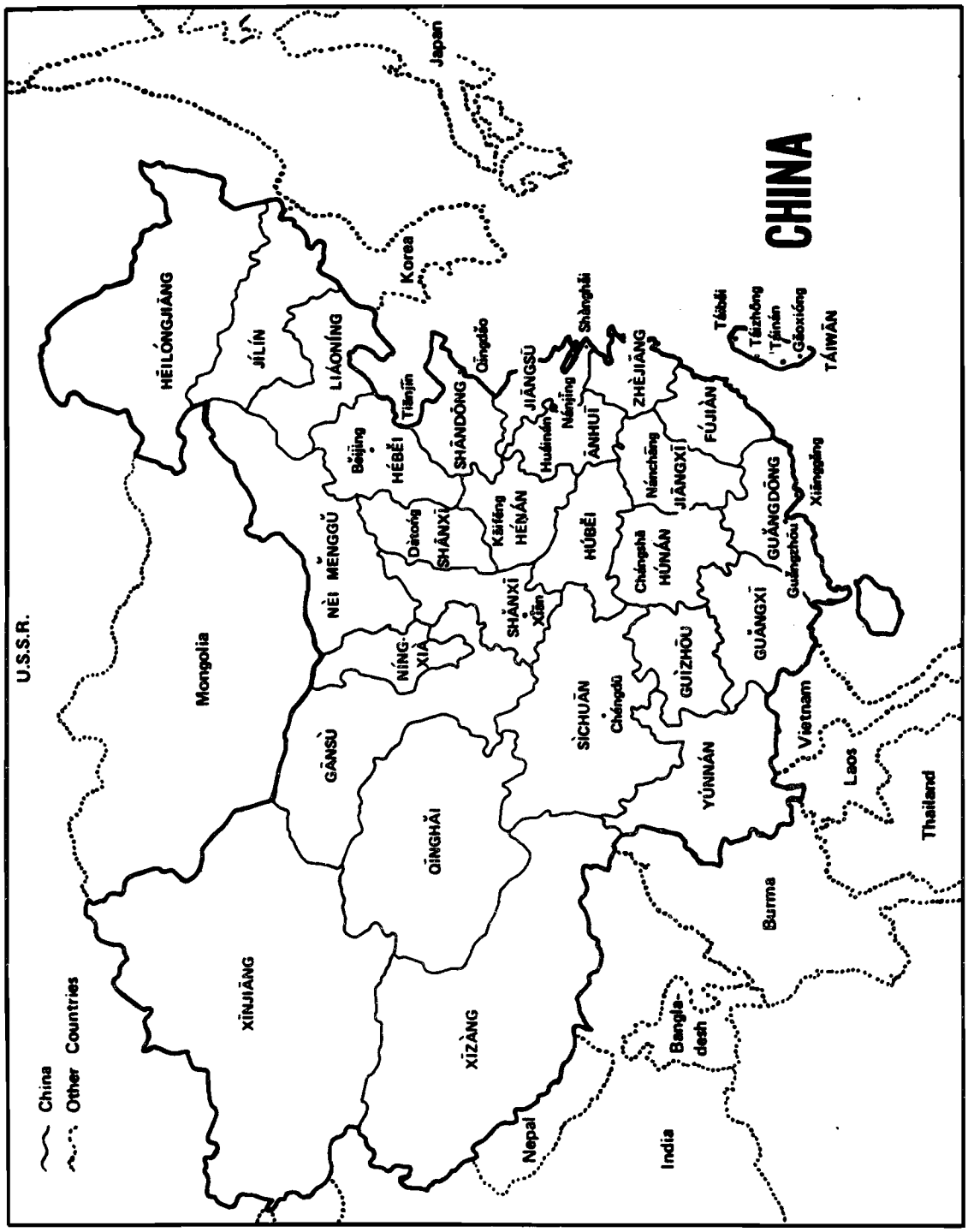
a. (nín) níng

12. This section tests your ability to locate and name main cities and provinces in China. Using the map in your booklet, point out to your instructor five cities and five provinces and name them. Pronunciation is of secondary importance here.

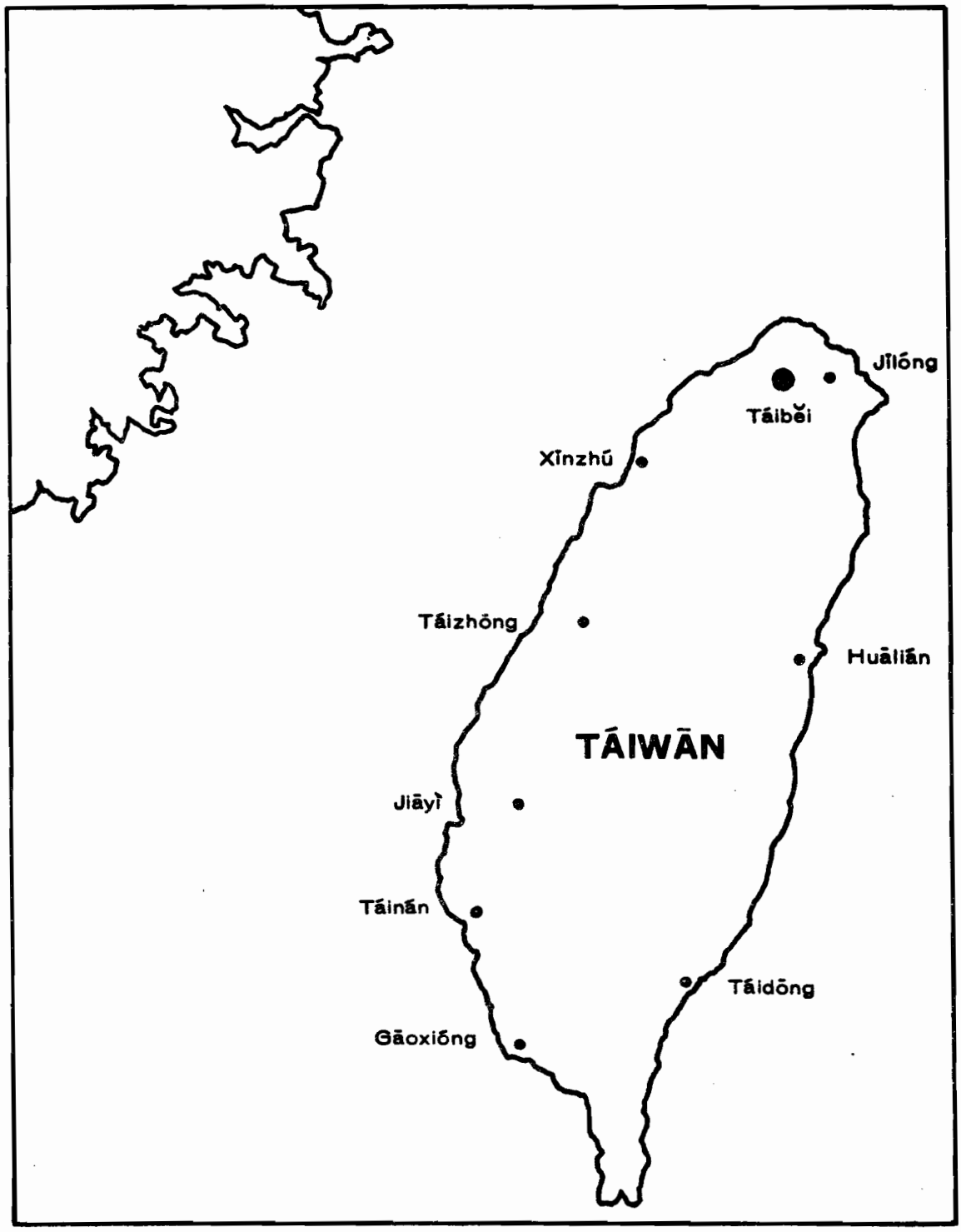
13. This section tests your ability to produce sentences in Chinese. Your instructor will say an English sentence from the Target Lists, and you translate it into Chinese. Your Chinese sentence must be correct both in grammar and in content.

14. This section tests your ability to make conversational use of the material covered in this module. Although limited in scope, this conversation between you and your instructor represents a situation which you are likely to encounter in the real world. As in any conversation, you are free to ask for a repetition or rephrasing of a sentence, or you may volunteer information on the subject. It is not so much the correctness of your pronunciation and grammar that is being tested as it is your ability to communicate effectively.

APPENDIX I: MAP OF CHINA



APPENDIX II: MAP OF TAIWAN



APPENDIX III: COUNTRIES AND REGIONS

Afghanistan	Āfùhàn
Albania	Ālěrbāníyà
Algeria	Ālěrjílìyà
Andorra	Āndàoěr
Angola	Ān'gēlā
Argentina	Āgēntíng
Australia	Àodàlìyà
Austria	Àodìlì (Àoguó)
Bahama Is.	Bāhāmǎ Qúndǎo
Bahrain	Bālín(guó)
Bangladesh	Mèngjiālā(guó)
Barbados	Bābāduōsī
Belgium	Bǐlìshí
Belize	Bólìzī
Benin	Bēiníng
Bermuda	Bǎimùdá
Bhutan	Bùdān
Bolivia	Bōlìwéiyà
Botswana	Bócíwǎnà
Brazil	Bāxī
Britain	Yīngguó
Bulgaria	Bǎojiālìyà
Burma	Miǎndiàn
Burundi	Bùlóngdí
Cabinda	Kǎbēndá
Cameroun	Kāmàilóng
Canada	Jiānádà
Cape Verde Is.	Fódé Jiǎo
Central Africa	Zhōngfēi
Chad	Zhādé
Chile	Zhìlì
China	Zhōngguó
Colombia	Gēlúnbǐyà
Comoro Is.	Kēmóluó Qúndǎo
Congo	Gāngguǒ
Costa Rica	Gēsīdálíjiā
Cuba	Gǔbā
Cyprus	Sàipǔlùsī
Czechoslovakia	Jiékè (Jiékèsīluófákè)
Democratic Yemen	Mínzhǔ Yěmén
Denmark	Dānmài
Djibouti	Jíbùtí
Dominican Republic	Duōmǐnícíjiā (Gònghéguó)
East Timor	Dōng Dìwén
Ecuador	Ēguāduōěr
Egypt	Āijí
El Salvador	Sàěrwǎduō
England	Yīngguó
Equatorial Guinea	Chìdào Jīnèiyà
Estonia	Àishāníyà
Ethiopia	Āisàiébǐyà (Běijīng), Yīsuōbǐyà (Taiwan)
Fiji	Fěijì
Finland	Fēnlán
France	Fǎguó, Fàguó
French Polynesia	Fǎshǔ Bōlìníxīyà
Gabon	Jiāpéng
Gambia, The	Gāngbǐyà
Germany	Déguó
Germany, East	Dōngdé
Germany, West	Xīdé
Ghana	Jiānà
Gibraltar	Zhíbùluótuó
Great Britain	Dà Búlièdiān
Greece	Xīlà
Greenland	Gélínglán
Grenada	Gélínnàdá
Guam	Guāndǎo
Guatemala	Guādímǎlā
Guinea	Jīnèiyà
Guinea-Bissau	Jīnèiyà Bǐshào
Guyana	Guǐyànà
Haiti	Hǎidì
Honduras	Hóngdūlāsī
Hungary	Xiōngyálì
Iceland	Bīngdǎo
India	Yìndù
Indonesia	Yìnní (Yìndùníxīyà)
Iran	Yīlǎng
Iraq	Yīlākè
Ireland	Àiěrlán
Israel	Yīsèliè
Italy	Yìdàlì
Ivory Coast	Xiàngyá Hǎiàn
Jamaica	Yámǎijiā
Japan	Rìběn
Java	Zhǎowā
Jordan	Yuēdàn
Kampuchea	Jiǎnbǔzhài
Kenya	Kěnníyà
Korea	Cháoxiǎn (Běijīng), Hánguó (Taiwan)
Kuwait	Kēwēitè
Laos	Lǎowō (Běijīng), Liáoguó (Taiwan)
Latvia	Lātuōwéiyà
Lebanon	Líbānèn
Lesotho	Láisuǒtuō
Liberia	Lìbǐlǐyà
Libya	Lìbǐyà
Liechtenstein	Lièzhīdūnshìdēng
Lithuania	Lìtáowǎn
Luxemburg	Lúsēnbǎo
Madagascar	Mǎdájiāsījiā, Mǎěrjiāshí
Malawi	Mǎlāwéi
Malaysia	Mǎláixīyà
Maldive Is.	Mǎěrdàifū
Mali	Mǎlǐ
Malta	Mǎěrtā
Mauritania	Máolǐtāníyà
Mauritius	Máolǐqiúsī
Mexico	Mòxīgē
Monaco	Mónàgē
Mongolia	Měnggǔ
Morocco	Móluògē
Mozambique	Mòsāngbǐkè
Namibia	Nàmǐbǐyà
Nauru	Nǎolǔ
Nepal	Níbóěr

Netherlands	Hélán
Netherlands Antilles	Āndílièsī Qúndǎo
New Zealand	Xīn Xīlán
Nicaragua	Níjiālāguā
Niger	Nírìěr
Nigeria	Nírìlìyà
Norway	Nuówēi
Okinawa	Chōngshéng
Oman	Āmàn
Pakistan	Bājīsītǎn
Palestine	Bālēsītǎn
Panama	Bānámǎ
Papua New Guinea	Bābùyà Xīn Jīnèiyà
Paraguay	Bālāguī
Peru	Mìlǔ
Philippines	Fēilǜbīn
Portugal	Pútáoyá
Puerto Rico	Bōduōlígè
Qatar	Kǎtǎěr
Réunion	Liúníwāng(dǎo)
Rhodesia	Luódéxīyà
Romania	Luómǎníyà
Russia	Éguó, Èguó
Rwanda	Lúwàngdá
San Marino	Shèng Mǎlìnuò
São Tomé and Príncipe	Shèng Duōměi hé Pǔlínxībǐ
Saudi Arabia	Shātè Ālābó (Běijīng), Shāwūdī Ālābó (Taiwan)
Scotland	Sūgélán
Senegal	Sàinèijiāěr
Seychelles Is.	Sàishéěr Qúndǎo
Siberia	Xībólìyà
Sierra Leone	Sàilā Lífáng
Sikkim	Xījīn
Singapore	Xīnjiāpō
Solomon Is.	Suǒluómén Qúndǎo
Somalia	Suǒmǎlǐ
South Africa	Nánfēi
Soviet Russia	Sūè (Taiwan)
Soviet Union	Sūlián
Spain	Xībānyá
Sri Lanka	Sīlǐlánkǎ
Sudan	Sūdān
Surinam	Sūlǐnán
Swaziland	Sīwēishìlán (Běijīng), Shǐwǎjīlán (Taiwan)
Sweden	Ruìdiǎn
Switzerland	Ruìshì
Syria	Xùlìyà
Tanzania	Tǎnsāngníyà
Thailand	Tàiguó
Togo	Duōgē
Tonga	Tāngjiā
Trinidad and Tobago	Tèlǐnídá hé Duōbāgē
Tunisia	Túnísī
Turkey	Tǔěrqí
Uganda	Wūgāndá
Ukraine	Wūkèlán
United Arab Emirates	Ālābó Liánhé Qiúzhǎngguó
United Kingdom	Liánhé Wángguó
United States	Měiguó
Upper Volta	Shàng Wòěrtā
Uruguay	Wūlāguī
Venezuela	Wěinèiruìlā
Vietnam	Yuènán
Virgin Is.	Wěiěrjīng Qúndǎo
Wales	Wēiěrsī
Western Sahara	Xī Sāhālā
Western Samoa	Xī Sāmóyà
White Russia	Bái Éluósī
Yemen	Yěmén
Yugoslavia	Nánsīlāfū
Zaire	Zhāyīěr
Zambia	Zànbǐyà
Zimbabwe	Jīnbābùwéi

APPENDIX IV: AMERICAN STATES

All the names of states may be followed by the word zhōu "state," for example, Ālābāmǎ zhōu.

Alabama	Ālābāmǎ
Alaska	Ālāsījiā
Arizona	Yālìsāngnà
Arkansas	Ākěnsè, Akānsàsī *
California	Jiāzhōu, Jiālìfóníyà
Colorado	Kēluólāduō
Connecticut	Kāngnièdígé, Kāngnǎidígé
Delaware	Tèlāhuá, Délāwēi(ěr)
Florida	Fóluólìdá
Georgia	Qiáozhìyà, Zuǒzhìyà
Hawaii	Xiàwēiyí
Idaho	Àidáhé
Illinois	Yīlìnuò(sī)
Indiana	Yìndìānnà
Iowa	Yīāhuá, Àiāhuá
Kansas	Kānsàsī
Kentucky	Kěntǎjī
Louisiana	Lǜyìsīānnà
Maine	Miǎnyīn
Maryland	Mǎlìlán
Massachusetts	Mǎsāzhūsài, Mǎshěng
Michigan	Mìxīgēn, Mìxiēgēn, Mìzhīān
Minnesota	Míngnísūdá
Mississippi	Mìxīxībǐ
Missouri	Mìsūlǐ
Montana	Méngdànà
Nebraska	Nèibùlāsījiā
Nevada	Nèihuádá
New Hampshire	Xīn Hānbùshíěr, Xīn Hǎnbùxià
New Jersey	Xīn Zéxī
New Mexico	Xīn Mòxīgē
New York	Niǔyuē
North Carolina	Běi Kǎluólāinà, Běi Kǎluólínnà
North Dakota	Běi Dákētā, Běi Dákēdá
Ohio	Éhàié
Oklahoma	Ékèlāhémǎ, Ākèlāhémǎ
Oregon	Élègāng
Pennsylvania	Bīnzhōu, Bīnxīfǎníyà, Bīnxīfánníyà
Rhode Island	Luódé Dǎo, Luódéàilán
South Carolina	Nán Kǎluólāinà, Nán Kǎluólínnà
South Dakota	Nán Dákētā
Tennessee	Tǎnnàxī
Texas	Dézhōu, Dékèsàsī
Utah	Yǒutā, Yōuta
Vermont	Wēiméngtè, Fóméngtè
Virginia	Wēijíníyà, Fójíníyà
Washington	Huáshèngdùn
West Virginia	Xī Fójíníyà
Wisconsin	Wēisīkāngxīn(g)
Wyoming	Huáiémíng

*The alternative forms given in this list are not exhaustive, but are meant to give an idea of the range of transliterations.

APPENDIX V: CANADIAN PROVINCES

Alberta	Yǎbódá
British Columbia	Yīngshǔ Gēlúnbǐyà
Manitoba	Mànnítuōbā
New Brunswick	Xīn Bùlúnzīwéikè
Newfoundland	Niǔfēnlándǎo
Northwest Territories	Xīběilíngdì
Nova Scotia	Xīn Sīkèshè
Ontario	Āndàlüè
Prince Edward Island	Àidéhuádǎo
Quebec	Kuíběikè
Saskatchewan	Sākèqíwàn
Yukon	Yùkōng

APPENDIX VI: COMMON CHINESE NAMES

Surnames

Huáng	Zhōu	Liú
Wáng	Jiāng	Chén
Zhāng	Jiǎng	Yáng
LǏ	Gāo	SĪmǎ
Zhào	Lín	Ōuyáng
Máo	Sūn	Hú
Táng	Sòng	Wú
Mǎ	Fāng	Liáng

Given Names (male)

Dálǐ	Yǒngpíng	Shàowén
Mínglǐ	Zǐqiáng	Shìyīng
Dànián	Jié	Tíngfēng
Shìmín	Zhīyuǎn	Chéng
Huá	Guóquán	Zhènhàn
Déxián		

Given Names (female)

Juān	Huìwén	Mǐnzhēn
Lìróng	Défēn	Huìrán
Wǎnrú	Lù	Bīngyíng
Měilíng	Bǎolán	Qīng
Xiùfèng	Yùzhēn	Zǐyàn
Qiǎoyún	Měilì	

APPENDIX VII: CHINESE PROVINCES

Pinyin Spelling	Map Spelling
Ānhuī	Anhwei
Fújiàn	Fukien
Gānsù	Kansu
Guǎngdōng	Kwangtung
Guǎngxī	Kwangsi
Guìzhōu	Kweichou
Héběi	Hopeh
Hēilóngjiāng	Heilungkiang
Hénán	Honan
Húběi	Hupeh
Húnán	Hunan
Jiāngsū	Kiangsu
Jiāngxī	Kiangsi
Jílín	Kirin
Liáoníng	Liaoning
Nèiměnggǔ	Inner Mongolia
Níngxià	Ningsia
Qīnghǎi	Tsinghai
Shāndōng	Shantung
Shānxī	Shansi
Shǎnxī	Shensi
Sìchuān	Szechuan
Táiwān	Taiwan
Xīnjiāng	Sinkiang
Xīzàng	Tibet
Yúnnán	Yunnan
Zhèjiāng	Chekiang

APPENDIX VIII: CHINESE CITIES

Pinyin Spelling	Map Spelling
Běijīng	Peking
Chángshā	Ch'ang-sha
Chéngdū	Ch'eng-tu
Dàtóng	Ta-t'ung
Gāoxióng	Kao-hsiung
Guǎngzhōu	Canton
Hángzhōu	Hang-chou
Hànkǒu	Han-k'ou
Huáinán	Huai-nan
Jīlóng	Chi-lung
Kāifēng	K'ai-feng
Nánchāng	Nan-ch'ang
Nánjīng	Nanking
Qīngdǎo	Tsingtao
Shànghǎi	Shanghai
Táiběi	Taipei
Táidōng	T'ai-tung
Táinán	T'ai-nan
Táizhōng	T'ai-chung
Tiānjīn	Tientsin
Wǔchāng	Wu-ch'ang
Wǔhàn	Wu-han
Xīān	Sian